

# INSPECTION REPORT

**BELTON ALL SAINTS CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Belton, Doncaster

LEA area: North Lincolnshire

Unique reference number: 118007

Acting Head teacher: Mrs. Sarah Groves-Allen

Reporting inspector: S. M. Barnes  
16249

Dates of inspection: 4<sup>th</sup> - 6<sup>th</sup> March 2002

Inspection number: 197780

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
School category:	Voluntary controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	High Street Belton Doncaster South Yorkshire
Postcode:	DN9 1LR
Telephone number:	01427 872391
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. J. Tindale
Date of previous inspection:	29/09/1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Belton is a Church of England Voluntary Controlled Primary School situated in the middle of the village of Belton near the town of Scunthorpe. The school is about the same size as other primary schools, with 254 pupils on roll, and 25 full time equivalent children attending the nursery. This is larger than at the time of the previous inspection when there were 194 pupils on roll. The children are taught in nursery and eight other classes. The nursery children attend part-time for either a morning or an afternoon session at first and then older children have a full time place in preparation for main school. Although most pupils come from the village, some do come from other villages nearby. Around nine per cent of the pupils are known to be eligible for free school meals, which is below average. The percentage of pupils with statements of special educational needs is also slightly below the national average at one and a half per cent. The proportion of pupils identified as having special educational needs, is broadly in line with the national average at around 20 per cent, and the majority of these have moderate learning difficulties. The percentage of pupils speaking English as an additional language, at nearly one per cent, is a bit higher than in most schools. Attainment on entry covers the full range and is average overall. The school experiences high levels of pupil turnover as families move into and out of the area. In the last year 47 pupils joined other than at the usual time of admission and 31 pupils left. The school has recently been awarded the Basic Skills Agency quality mark for primary schools.

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

This is an effective school that provides a good quality of education for its pupils. The school is well led and the management is also good. As a result, standards of teaching are good throughout the school and pupils make good gains in their learning and achieve well. The ethos of the school is particularly good and staff all have appropriately high expectations of pupils' attainment and behaviour. The school provides good value for money.

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

- Pupils throughout the school make good progress in English and achieve above average standards.
- Teaching is good. In particular teachers plan well to cover all aspects of the curriculum and pupils make good gains in their learning.
- Provision for pupils' spiritual, moral and social development is very good. Pupils have very good opportunities to take part in extra-curricular and residential experiences to enhance their learning.
- Pupils' personal development is very good, as are relationships throughout the school. Pupils have good attitudes to their work.
- Provision for pupils with special educational needs is good. Classroom support assistants make a good contribution to pupils' learning, particularly for those pupils with special educational needs.
- Procedures for child protection and ensuring pupils' welfare are very good.

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

- The role of the co-ordinator to include monitoring of standards by using information from assessment and tracking systems that the school already has in place to monitor progress and to provide information for teachers when they are planning lessons.
- Ensuring that information and communication technology is integrated fully into other subjects.

*The areas for improvement will form the basis of the governors' action plan. The school has already identified both of these areas for improvement in its development plan.*

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

There has been a good level of improvement since the school was last inspected in October 1997. The key issues of the previous inspection have been addressed effectively. The school has worked hard to improve the teaching of reading so that pupils use their knowledge of letter sounds and word building skills to improve their reading. It has developed a consistent approach to the teaching of pupils' skills in mental mathematics so that pupils approach mathematics problems with confidence. Teachers of foundation stage children have a good knowledge of planning for the progression in all aspects of the curriculum for

young children and particularly for physical development when using the outdoor area. This outdoor area has also been enhanced and improved since the previous inspection.

In addition, the school has improved pastoral support and introduced a new discipline programme. A “Buddy” system has been developed, together with a reduced lunch-time and the appointment of a lunch-time Pastoral Support Assistant, which has improved the quality of lunch-time activities. A Year 6 classroom has been rebuilt, extending the facilities for older pupils. Subject schemes of work have been reviewed and work has been started to develop the role of the co-ordinator. There has been a focus on improving the quality of teaching and the climate for learning. Increased resources for information communication technology have been provided and still more are planned.

## 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	D	C	B
science	A	C	A	A

**Key**  
 (A\* indicates that results were in the top 5% nationally)

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

The trend in school’s results, based on the average score for all core subjects over the last four years, was slightly below the national trend. This was caused, in the main, by standards attained by pupils in the 1997 cohort, which were significantly higher than average. As can be seen from the table above, standards in the tests for pupils at the end of Year 6 in English in 2001 were well above the national average and well above those attained in similar schools, based upon numbers eligible for free school meals. Currently, standards are above average and pupils of all levels of prior attainment and from all groups are making good progress in infant and junior classes. Standards have fluctuated over the years and ranged from average in 2000 to being amongst the highest five per cent nationally in 1999. To a certain extent this is caused by variations between cohorts, with some year groups having a far higher proportion of pupils with special educational needs than others. Variation between year groups is also caused by the relatively high incidence of pupil mobility as families move in and out of the area. In mathematics standards in the tests at the end of Year 6 were average when compared with national figures in 2001, but they were above average when compared with results in similar schools. Standards are currently average at the end of Year 2 and Year 6. Standards in the end of year tests in science were well above average in 2001; both when compared with national results and also when compared with similar schools. Overall, pupils make at least satisfactory and often good progress and their achievements are good. The school sets sensible targets for attainment by the end of Year 6, based on the individual prior attainment of the pupils in each year group, which may often have changed significantly in make up between Year 2 and Year 6. Pupils with English as an additional language are well supported and make progress in line with their peers. Pupils with special educational needs make good progress towards their learning targets and their attainments are good. Children in the foundation stage make good progress in all six areas of learning.

## PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and work hard. They are enthusiastic about their work and talk about it willingly.
Behaviour, in and out of	Behaviour is good, both in class and around the school. Teachers manage

classrooms	pupils well.
Personal development and relationships	Standards are high and pupils' development in this area is very good. Relationships throughout the school are very good and pupils undertake responsibility willingly.
Attendance	Attendance is in line with the national average. Pupils are generally prompt to school and lessons start on time.



## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good throughout the school. Teaching of foundation stage children in the nursery and reception classes is good overall. Teaching is good at both key stages.

The teaching of English is good and pupils of all levels of prior attainment and from all groups make good gains in their learning as a result. Teachers have a good knowledge and understanding of the literacy strategy and this aspect is taught well. Consequently pupils make good gains in their learning. Teaching in mathematics is always at least satisfactory and often good and pupils all make steady satisfactory gains in their learning at both key stages. Teaching of numeracy is sound. A particular strength of the teaching is the good quality of planning that meets the needs of pupils of all levels of prior attainment. Teachers manage pupils’ behaviour well and lessons are conducted in an orderly manner. Pupils are all enabled to concentrate fully on the tasks in hand and apply themselves effectively to their learning. Pupils with special educational needs, higher attaining pupils and those with English as an additional language are taught well and achieve well as a result. Teachers are very careful to ensure that pupils from all groups, including boys and girls, are catered for effectively in all lessons and they all make overall good gains in their learning as a result.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good overall and learning opportunities are very effectively enhanced by extra curricular and residential opportunities. As yet information and communication technology is not fully integrated into teaching and learning of other subjects at Key Stage 2, due in the main to lack of computers in classrooms.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Lessons and other school activities are fully inclusive and pupils are given equality of opportunity. Support staff make a very positive contribution to the teaching of these pupils.
Provision for pupils with English as an additional language	Pupils with English as an additional language are supported well in their learning in all subjects. They make good progress and are fully integrated into all aspects of school life.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Provision for pupils’ spiritual, moral and social development is very good and a great strength of the school. Provision for pupils’ cultural development is good.
How well the school cares for its pupils	The school cares very effectively for its pupils. Procedures for child protection are very good.

The school works well with parents. The quality of information that they are given is good overall and the quality of reports of their children’s progress is very good. Parents provide good support for the school,

both academically and financially, and this has a very positive effect on the progress pupils make as a result.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the school is good and it is managed effectively. The head teacher and key staff provide clear sighted direction for school improvement. However, curriculum co-ordinators are not yet fully involved in tracking progress in their subjects or in monitoring teaching and learning across the school.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and have a good knowledge of the strengths of the school and the areas for improvement.
The school's evaluation of its performance	The school evaluates its performance effectively. There are suitable procedures to monitor the quality of teaching and learning. The targets set for development are appropriate.
The strategic use of resources	Resources are used well. Good use is made of specific grants and other funds. Educational priorities are supported effectively by sound financial planning. The administration of the school is good. The principles of best value are applied effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents believe that teaching is good and that their children make good progress.</li> <li>• The school expects pupils to work hard and to achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school helps pupils to become mature and responsible. Behaviour is good.</li> <li>• Most parents would feel comfortable approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel the school does not provide an interesting range of activities outside lessons.</li> <li>• A few parents feel the school does not work closely enough with them.</li> </ul>

The inspection team agree with the positive features that the parents have noted. The provision of extra-curricular activities is very good, especially in the quality and range of residential visits. The school works closely with parents and the information it provides for them is good overall.

## **PART B: COMMENTARY**

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

#### **Pupils throughout the school make good progress in English and achieve high standards.**

1. Pupils' progress in English is good throughout the school and attainment at the end of Year 2 and Year 6 is above the national average. Pupils from all groups, including pupils with special educational needs, higher attaining pupils and those with English as an additional language, show good gains in learning and achieve well.
2. Good opportunities are provided for pupils to develop listening skills in all aspects of school life and across the curriculum. Consequently, pupils are responsive listeners and engage well with each other, staff and the many helpers in the school. Speaking skills throughout the school are good. Pupils in all classes are given good opportunities to explain their ideas to each other and to their teacher. Pupils recall their experiences, assemble their ideas and present them to the class. They are enthusiastic and talk confidently about a range of subjects and interests, using good levels of specialist vocabulary. Older pupils are building up a good technical terminology and speak fluently and expressively.
3. Pupils throughout the school are enthusiastic and well motivated readers. A wide range of books is available and pupils are encouraged to choose and take books home to read. Reading schemes, together with reinforcement books, provide a graded and well structured system. Pupils' progress in reading is good at both key stages. Younger pupils learn appropriate reading strategies, for example, sounding out letter groups and splitting words. At the end of Year 6 the majority of pupils read fluently, observing punctuation and using expression well. They are enthusiastic and read widely for pleasure. All pupils have clear ideas on favourite books and most can scan text to extract ideas.
4. In the infant classes pupils develop good writing skills. Younger pupils compose sentences and use simple punctuation. Pupils in Year 2 recognize and explain the use of adjectives. They use a conventional pencil grip and write uniform and well formed letters. They offer a variety of words and ideas during introductory discussions. They write using capital letters and full stops and their spelling of simple words is correct and, for longer words, phonetically justifiable. At the end of Year 6 work is very well presented and the majority of pupils use a fluent writing style. Their work includes writing for a wide range of audiences and purposes, including narrative, persuasive and biographical writing. They generally demonstrate good skills presenting two sides in a discussion, as when older pupils discussed the relative merits of various ways of getting to school. Pupils make good gains in their learning and produce poetry, diary entries and letters of good quality using present and past tenses. They learn to extract information from texts and to make effective notes and lists. Higher attaining pupils show a wide range of vocabulary and a good level of ability to organise and structure ideas to produce very good work in a short time. Their skills in English have a positive impact on their ability to learn in other subjects, such as when they read instructions and research information in history and science.

#### **Teaching is good. In particular teachers plan well to cover all aspects of the curriculum. As a result pupils make at least satisfactory and often good gains in their learning.**

5. The quality of teaching is good overall throughout the school. It is good for children in the nursery and reception classes and in infant and junior classes. From the observation of lessons and scrutiny of work teaching is virtually always at least satisfactory and generally good. During the inspection good teaching was seen in all parts of the school. At the time of the previous inspection just over a quarter of the teaching was good but there was some unsatisfactory teaching in infant and junior classes. Currently, virtually all of the teaching seen was at least satisfactory and over eight tenths of it was good.

6. A particular strength of teaching is in the quality of teachers' planning, which is good throughout the school. Teachers work well as a team and long and medium-term planning for subjects is done in year groups. The overall planning for curriculum coverage throughout the school is good. Teachers make good use of well thought out schemes of work and lessons are carefully planned to follow on effectively from previous work. Planning ensures that lessons contain suitable support for pupils with special educational needs as well as appropriate challenge for higher attaining pupils. Support staff are deployed effectively. Teaching matches the needs of all pupils well. As a result, pupils enjoy lessons and are fully involved in their work, concentrating well. They respond with good levels of intellectual and physical effort and try their best with the work that they are set, showing willingness to concentrate on the tasks for extended periods. Levels of teachers' subject knowledge are appropriate and are enhanced by targeted in-service training following priorities identified in the school development plan. Teachers now have a good understanding of the use of the outdoor area for children in the foundation stage, which was not judged to be the case at the time of the previous inspection. Teachers' knowledge and understanding of the teaching of literacy is good so pupils make good gains in their learning. The teaching of basic skills of reading and writing and information communication technology are generally good throughout the school. Teachers make appropriate use of homework to support learning.
7. The teachers are hard-working and conscientious, giving much of their free time to the organisation of the curriculum, including extra-curricular groups and clubs. Standards of discipline are good because teachers' expectations of pupils' behaviour and work are appropriately high. Relationships between pupils and teachers are very good. The outdoor area is used well and this gives young children a good start to their education. Teachers make good use of visits to places of interest and visiting speakers, who are experts in their field, to enhance pupils' learning opportunities. These include the regular visits of a musician, the local vicar and talks by the school nurse, sports initiatives with a locally based national football team, and arts initiatives, in combination with other local schools. There is effective use of other adult support, including voluntary support and the deployment of suitable resources, which is having a positive effect upon standards. All of these factors enhance the quality of education received by the pupils.

**Provision for pupils' spiritual, moral and social development is very good. Pupils have very good opportunities to take part in extra curricular and residential experiences to enhance their learning.**

8. The school actively and successfully promotes pupils' spiritual, moral, and social development through the implementation of the curriculum. Provision for pupils' spiritual development is very good and is a strength of the school. Pupils are given many opportunities within lessons and assemblies to reflect on wide-ranging issues. They consider feelings, the Christian traditions and beliefs of others and engage in moments of quiet reflection, for example when discussing "Mothers' Day", contemplating what we all owe our mothers and other adults who care for us. Daily acts of worship are thoroughly prepared, comprehensive in content and effectively conducted. Special time is appropriately exemplified by placing a table with flowers on at the centre of the celebration. Good opportunities are taken in lessons for pupils to reflect with wonder, such as when nursery children tried to build their own "birds' nests" with twigs and moss, or when older pupils compared their musical symbols and annotations with those of John Tavener.
9. Provision for pupils' moral development is very good and is promoted very well through assemblies and some lessons. From the early years pupils are encouraged to work and to play co-operatively. The quality of relationships between pupils and teachers and between pupils themselves is very good. The pupils are taught effectively to know what is right and what is wrong. As a result they treat each other and property with respect, even when not closely supervised. For example, when passing through the library on their way to assembly, pupils were particularly careful not to come near or to move the computer and its projection screen in any

way. Parents appreciate the moral values which the school instills. Provision for pupils' social development is also very good. Adults show courtesy and respect and this results in pupils show good manners and respect for others. Throughout the school there is ample evidence of opportunities for pupils to co-operate and work collaboratively together, productively and positively. All pupils, but particularly monitors and "buddies", show initiative and are able to undertake delegated responsibilities. Social development is extended further through the provision of wide-ranging extra-curricular activities and by the inclusion of residential experiences relating to outdoor and adventurous activities. Good opportunities to learn to take turns and respect the views of others are given in "circle time", when pupils sit in a circle to discuss issues and share things that are important to them.

10. A particular strength of the school is its very good extra-curricular provision. This makes a positive contribution to the attainment and progress of those who participate. A wide range of sporting and athletic activities is provided throughout the year and these are well supported by staff and pupils. Support for musical activities, both choral and instrumental, is also good. Clubs include recorders, craft, board games, art, games, homework and after school club, as well as choir and opportunities to learn to play instruments. In the summer term pupils have the opportunity to join French club, which extends their understanding of language. Learning in the classroom is complemented effectively by residential visits and the many visitors who come into school to talk on a range of subjects.

**Pupils' personal development is very good as are relationships throughout the school. Pupils have good attitudes to their work.**

11. Pupils' attitudes and behaviour are good. They are eager to come to school and are quickly and positively involved in a variety of activities. They like school and talk about it enthusiastically. Pupils' personal development is very good. They participate in clubs that are provided out of school hours for musical and sporting activities and also take full advantage of visits to the residential educational centres where they further develop skills in a range of subjects including art and physical education. They participate eagerly in such sports as canoeing and abseiling. These experiences have a positive impact on their personal development. As well as promoting independence and inter-dependence, the pupils are successfully encouraged to adopt positive attitudes to work, to accept responsibility and show initiative.
12. Pupils are involved in a variety of activities. They like school and join in with games and other initiatives willingly. They volunteer their help when they feel that it is needed and take appropriate responsibility for their actions. For example, older pupils check with mid-day staff in case there are small jobs they can do to help. The high standards noted at the time of the previous inspection have been maintained effectively. Pupils are motivated and take pride not only in their own work but also in the achievements of the school. The use of "Golden Rules", and rewards of stars and stickers, successfully reinforce pupils' good behaviour. They behave well in and around the school and work independently or collaboratively with sustained concentration on tasks set. They enjoy learning and are tolerant of each other and respect each others' viewpoints. They listen carefully when others respond or ask questions.
13. Older pupils who become "Buddies" learn to look after younger pupils at lunch-time and in the playground. They respond quickly if someone is hurt or upset. Pupils all quickly learn classroom rules and abide by them. Older pupils are confident in approaching visitors to the school and offer help and information. They have a high regard for teachers and support staff and behave responsibly both in class and out. They appreciate the opportunity to accept responsibility, for example when cleaning up at the ends of lessons or when taking on various lunchtime monitoring roles.
14. Behaviour is good in and around the school and pupils' work independently or collaboratively on tasks set with sustained concentration. Relationships are very good between pupils and staff.

Pupils enjoy learning and are tolerant of each other and respect each other's viewpoints. There have been no exclusions in recent years.

**Provision for pupils with special educational needs is good. Classroom support assistants make a good contribution to pupils' learning.**

15. The provision for pupils with special educational needs is good. There is a good policy for special educational needs in place, which is implemented conscientiously. Procedures for assessing the needs of pupils with special educational needs are good. The record keeping is good and the individual educational plans for pupils concerned are regularly monitored and reviewed. The special educational needs co-ordinator, class teachers, parents and support staff work effectively together. The newly appointed special needs governor has a good understanding of her role. Training has been planned and the policy is being reviewed in the light of new national guidelines. Information is used well to plan lessons that provide a good level of challenge for these pupils and this supports the good rate of progress made.
16. Pupils with special educational needs have full access to the curriculum. This is enhanced by the good level of support provided, the sympathetic approach of the school as a whole and the dedication of the special needs assistants in the school. The experienced special needs co-ordinator ensures that the governing body is fully informed by talking regularly with the designated special needs governor. The pupils with statements of their need are cared for particularly well. The teaching of pupils with special educational needs is good and enables them to make good progress towards their learning targets. Teachers ensure that the requirements of special educational needs pupils are met with appropriate support and differentiated tasks matched to their needs. The teachers and support staff provide pupils with an appropriate blend of help and challenge.
17. Classroom support assistants work very effectively with class teachers to support pupils with special educational needs. Their good knowledge of the planned lesson, and the needs of the pupils they support, results in having a very positive impact on the good progress these pupils make. For example, in a lesson for pupils in a reception and Year 1 class, the close teamwork of the teacher and support assistant resulted in a pupil with communication difficulties taking full and active part in producing a puppet show with his friends and performing it to the rest of the class. Similarly, pupils with special needs in a Year 3 class worked effectively on handling data, due to the good guidance of the learning support assistant.

**Procedures for child protection and ensuring pupils' welfare are very good.**

18. The school takes very good care of all its pupils. The secretarial staff, classroom assistants and lunchtime supervisors all make a significant contribution to this aspect of the school's work. The very good relationships that exist in the school also contribute; pupils feel confident to ask staff for help if they need it. Supervision arrangements are good including breaks and lunch-time. Lunch-time sessions are relaxed and relationships between supervisors and pupils are friendly. The playground "Buddy" system and the lunchtime pastoral support assistant ensures that all pupils are well supported and cared for. Pupils accept their responsibilities very sensibly.
19. Induction arrangements for children entering the nursery and pupils attending main school are very good. They ensure that pupils settle quickly into the routines. Very good arrangements with the local secondary school ensure that pupils' transfer to their secondary education is equally smooth. Pupils who join the school at times other than reception are welcomed by staff and pupils alike and quickly made to feel part of the school.
20. There is a very effective and well-planned programme for pupils' personal, social, health and citizenship education. The programme of study covers road safety, health education, sex

education, drugs awareness and citizenship and makes a very significant contribution to pupils' overall welfare. The school nurse visits the school regularly, and so is known to the pupils.

21. Arrangements for child protection are very good and teachers are clear about the procedures to follow if they have concerns about the children in their care. Health and safety arrangements are also very good. Staff have good levels of awareness of day-to-day health and safety issues. The governing body maintains a good overview in this area. Medical and welfare needs are well catered for including a suitable number of members of staff with up to date first aid training. Records are well maintained, which means that parents can be contacted very quickly if a pupil is unwell or has had an accident at school.



## **WHAT COULD BE IMPROVED**

**The role of the co-ordinator to include monitoring of standards. Using information from assessment and tracking systems the school already has in place to monitor progress and to provide information for teachers when planning lessons.**

22. At the time of the previous inspection there was satisfactory monitoring of teaching and the curriculum. The school has since developed and implemented a sound system of performance management, supported effectively by the governing body. Teaching and learning have now been monitored in each class, by the head teacher. Suitable steps are being taken to develop the management roles of the curriculum co-ordinators. Currently, co-ordinators monitor resources and teachers' planning for lessons. Their roles have been extended to include developing schemes of work and collating suitable resources. However, their roles have not yet been fully developed to include tracking of pupils' progress or monitoring teaching and learning, either by scrutiny of work or observation of lessons. As a result, although they have a general picture of standards overall not all co-ordinators have a clear enough idea of progress of individuals or groups of pupils in their subjects throughout the school. There has not as yet been opportunity for co-ordinators to observe teaching and learning in their subject or to work alongside colleagues to support them. This has been identified as a priority in the school development plan.
23. Procedures and analysis of data, to identify strengths and weaknesses of subjects and find out what pupils do well and what they are less sure of, have been started. The current status is that the school procedures for assessing pupils' attainment and progress and identifying priorities are satisfactory and developing. The assessment co-ordinator has analysed test and assessment results and has a whole school picture of general trends, which has been shared with staff and governors. However, the analysis of specific data for their subject by co-ordinators is not developed well enough. For example, not all co-ordinators have had full access to all of the published national analysis for their subjects. As a result, on at least one occasion, teachers have worked long and hard to replicate analysis to find out which aspects of their subjects are successful in school and which are areas for improvement. The lack of "hands on" information in this area causes them to expend a lot more time than it ought in tracking pupils' progress effectively to ensure that all groups make equal and appropriate gains in their learning, which is especially important in light of the numbers of pupils who join and leave the school. The school has recognised this and has already started training for staff on monitoring teaching and learning through lesson observations, scrutiny and pupil interview.

**Ensuring that information and communication technology is integrated fully into other subjects.**

24. There has been a positive drive to purchase new computers and the opportunity for pupils to work in the new computer suite and with the new interactive white board makes a very positive contribution to the standards achieved. This is an improvement since the previous inspection. Pupils of all levels of prior attainment and from all groups have the chance to work individually on computers for appropriate lengths of time each week and this enables basic skills to be developed properly. Pupils are, therefore, currently making good progress in developing computer skills. However, opportunities to use information and communication technology to support learning in other subjects are still inhibited by lack of access to computers in lessons, other than those timetabled in the computer room. Teachers do not have the opportunity to plan to use computers in other lessons, as they do not have classroom computers. Research skills are not practised systematically during the rest of the week and opportunities for pupils to apply new knowledge and understanding to different situations are sometimes lost. While there are now enough computers to support the teaching and learning in information and communication technology in the computer suite, additional computers and software to use in classrooms, matched to that in the computer suite would allow pupils to practise and apply new learning more regularly. This is an area for development that has been recognised by the school.



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

In order to raise standards further the head teacher, senior management and governors should:

- (1) develop the role of the co-ordinator to include monitoring of standards by using information from assessment and tracking systems that the school already has in place, to monitor progress and to identify priorities and provide information for teachers when planning lessons;  
(Paragraph Nos. 22. 23)
- (2) ensure that information and communication technology is integrated fully into other subjects.  
(Paragraph No. 24)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	8

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	11	1	1	0	0
Percentage	0	0	85	8	8	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 eight 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)	25	229
Number of full-time pupils known to be eligible for free school meals	0	25

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	51

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

	No of pupils
Number of pupils with English as an additional language	2

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

	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	31

### *Attendance*

#### **Authorised absence**

	%
School data	5.8
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	19	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	18	18	18
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	94 (97)	94 (97)	94 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	13	17
	Girls	17	18	17
	Total	32	31	34
Percentage of pupils at NC level 2 or above	School	89 (97)	86 (97)	94 (97)
	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	18	13	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	17
	Girls	13	9	13
	Total	29	23	30
Percentage of pupils at NC level 4 or above	School	94 (69)	74 (69)	97 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	17
	Girls	12	10	13
	Total	27	26	30
Percentage of pupils at NC level 4 or above	School	87 (62)	84 (72)	97 (79)
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	227
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	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.*

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	26.9
Average class size	28.6

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

Total number of education support staff	8
Total aggregate hours worked per week	162

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	12.5

*FTE means full-time equivalent.*

### *Financial information*

Financial year	2000
	£
Total income	465,050
Total expenditure	477,523
Expenditure per pupil	1888
Balance brought forward from previous year	21258
Balance carried forward to next year	8785

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
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
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*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out	254
Number of questionnaires returned	106

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	5	1	0
My child is making good progress in school.	55	40	5	0	0
Behaviour in the school is good.	39	53	6	0	2
My child gets the right amount of work to do at home.	37	50	9	4	0
The teaching is good.	55	42	1	0	2
I am kept well informed about how my child is getting on.	43	45	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	61	31	6	0	1
The school expects my child to work hard and achieve his or her best.	64	33	1	0	2
The school works closely with parents.	42	37	16	0	4
The school is well led and managed.	40	47	4	5	5
The school is helping my child become mature and responsible.	52	38	5	1	3
The school provides an interesting range of activities outside lessons.	28	55	10	2	5

Please note numbers may not always add up to a hundred due to rounding up or down of percentages.