

INSPECTION REPORT

AUSTHORPE PRIMARY SCHOOL

LEEDS

LEA area: Leeds

Unique reference number: 107939

Headteacher: Mrs Janet Burton

Reporting inspector: Mr Colin Smith
25211

Dates of inspection: 26th – 28th March 2001

Inspection number: 198048

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 –11 years

Gender of pupils: Mixed

School address: Austhorpe Lane
Leeds
West Yorkshire

Postcode: LS15 8TP

Telephone number: 0113 2640450

Fax number: 0113 2640450

Appropriate authority: Governing Body

Name of chair of governors: Dr Shaid Mahmood

Date of previous inspection: October 1997

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
Colin Smith	25211	Registered inspector
Joan Cross	8988	Lay inspector
Peter Nettleship	23887	Team inspector
Paula Alison	21420	Team inspector

The inspection contractor was:

Primary Associates Ltd
West Lancs. Technology Management Centre
Moss Lane View
Skelmersdale
Lancs.
WN8 9TN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
 WHAT THE SCHOOL DOES WELL	 5
WHAT COULD BE IMPROVED	9
 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	 10
 PART C: SCHOOL DATA AND INDICATORS	 12

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is average in size and serves families from the nearby private housing areas of Austhorpe, on the outskirts of Leeds. There are 213 pupils on roll; 109 boys and 104 girls. Only a very small number of pupils are from ethnic minority backgrounds. Almost all pupils are white and speak English as their first language. Nine pupils (4 per cent) are entitled to free school meals, which is below the national average. Thirty-eight pupils have special educational needs (18 per cent), which is average. Pupils enter school with above average attainment. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

Austhorpe Primary is a successful school. Standards are high in English and mathematics and very high in science by the time pupils reach the age of eleven. Teaching is good and pupils achieve well, including those with special educational needs. The headteacher, together with key members of staff and governors, provide good leadership for this well-organised school. Pupils behave very well, develop positive attitudes to learning and acquire understanding and respect for all members of the school community. The school provides good value for money.

What the school does well

- Standards are high in English and mathematics and are very high in science by the time pupils reach the age of eleven.
- Good teaching challenges pupil to work hard and as a result they achieve well.
- The headteacher and governors form a strong team, which ensures the school is well managed and pupils' learning improves.
- Pupils are eager to learn and are mature in their behaviour; these factors help them to make good progress.
- The curriculum provided is well planned to enable teachers to know what to teach and how they might best teach the different subjects.

What could be improved

- Standards in mathematics could be higher in Key Stage 1.
- The good assessment of pupils' learning in English could be extended to other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was regarded as having many strong features when it was last inspected in October 1997. Good improvements have followed and the school is performing at an even higher level. Standards have improved a little in Key Stage 1 but have improved significantly in Key Stage 2. For example, standards in English, mathematics and science were above average at the time of the last inspection; now they are well above average and very high in science. Standards in information and communication technology were weak but improvements have been made and standards are now average. The improvements have resulted from a conscientious effort to provide good quality guidance to help teachers to know exactly what they should teach and which methods would be most effective. This was another inspection issue and achieving it has significantly improved learning in other subjects, such as history and physical education. Pupils with special educational needs are now well provided for and procedures for child protection, collective worship and health and safety have all been strengthened. Pupils' learning needs are assessed well in English in all classes and in mathematics in Key Stage 2. Targets are set to help them to improve. However, this has not been extended to all subjects, such as science.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1998	1999	2000	2000	
English	A	A	B	C	well above average A above average B average C below average D well below average E
Mathematics	A	A*	A	A	
Science	A	A*	A*	A*	

The results in the table above show high standards. In science, for example, the A* means that the school is in the highest five per cent nationally. Inspection findings show that standards in English are now higher than the table shows in 2000 and are back up to the levels of 1998 and 1999. When standards in English dropped in 2000, the school launched an investigation. Pupils' writing was identified as the weakness and several strategies were adopted to make improvements. This is typical of the school's quick response to raising standards. The success is evident in the work of the current Year 6 pupils, forty per cent of whom are on course to reach the higher levels in English this year. Standards in mathematics and science continue to climb and more than keep pace with national trends. The targets agreed between the school and the local education authority have been exceeded by a considerable margin. As a result, the school has set higher and very challenging targets for pupils to reach not only the levels expected of eleven year olds but also the higher levels. Standards in history are also high and the school has recently won the national 'Activemark' award for high standards in physical education.

Children enter school with above average attainment. They make good progress in the reception class. As a result, they reach the learning goals set out for reception children long before the end of the year. Pupils make steady progress through Key Stage 1 overall. They make good progress in reading and writing to reach standards well above the national average and higher than those in similar schools. In mathematics, pupils make slower progress through Key Stage 1. This is because the work provided does not match pupils' learning needs closely enough. In mathematics in Key Stage 1, both higher and lower attaining pupils do not progress as well as they should and there is scope for improvement in this area.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are attentive, eager to learn and concentrate well for prolonged periods.
Behaviour, in and out of classrooms	Very good: pupils are polite, friendly and helpful and are caring towards others.

Personal development and relationships	Good; pupils show initiative and work conscientiously whether working with the teacher or on their own.
Attendance	Very good; pupils enjoy school and are punctual.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 and is very good and occasionally excellent in Years 4 and 6. During the inspection nine per cent of the teaching was excellent, 32 per cent was very good, 36 per cent was good and 23 per cent was satisfactory. There was no unsatisfactory teaching. The teaching of English is good throughout the school. Basic skills such as reading and spelling are taught very effectively. The teaching of mathematics is particularly good in Key Stage 2. Lessons move along at a quick pace and pupils' numeracy skills are developing well. The level of challenge in lessons is generally good and the work provided is usually carefully matched to pupils' different learning needs. The exception is mathematics in Key Stage 1 where teachers ask pupils to complete pages in printed workbooks. However, the work provided is not well matched to pupils' different learning needs and this tends to hold back the learning of higher achieving pupils and is too demanding for those who find learning more difficult. This restricts their progress. In the reception class, children benefit from good teaching of reading, writing and number skills. In addition there are good opportunities for children to select their own activities. This encourages them to become independent learners. Pupils with special educational needs are well provided for. They are given suitably challenging work and good levels of adult support to help them to learn. As a result, they make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is particularly well planned and organised in all subjects. Teachers know exactly what they are expected to teach and they are guided well in the choice of methods.
Provision for pupils with special educational needs	Good; carefully considered targets are set to help pupils to acquire basic skills and the support they receive ensures that they have full access to all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory: the school's provision for moral and social education is good and largely accounts for pupils' thoughtful and caring attitudes. Collective worship has been improved since the last inspection and is now satisfactory. Teachers take every opportunity to broaden pupils' cultural understanding and pupils are suitably prepared for life in a culturally diverse society such as Leeds.
How well the school cares for its pupils	The school is very caring and pupils are well looked after. Pupils' progress is carefully assessed and recorded in English but not sufficiently in other key subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are good. The headteacher and key staff work effectively as a team and share in decision making. There is a clear vision for the future with a strong emphasis on school improvement.
How well the governors fulfil their responsibilities	School governors are very involved in all that the school does. They are ambitious, skilled in their work and very successful in planning for the future.
The school's evaluation of its performance	Good; this area is developing well but there is scope to extend evaluation further to include more subjects. Assessment results are analysed, weaker areas are strengthened and improvements are made.
The strategic use of resources	Good; key staff and governors thoroughly evaluate all possibilities before making decisions to seek the best value. Once agreed, resources are targeted well towards the priorities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and behave well.• Teaching is good and children make good progress.• The school is well managed and parents are comfortable about asking for help.• Pupils are expected to work hard and they are helped to become mature.• Most parents feel that the level of homework is appropriate.• Most parents appreciate the information provided about their children's progress.	<ul style="list-style-type: none">• Some parents would like more extra curricular activities for their children.

The inspection team agrees with parents' positive views about the school. There is little evidence to support those parents who feel that the school should provide more out of school activities. The school has recently won a national award, part of which was a recognition of the school's good range of extra curricular sporting activities. Opportunities for musical activities are also good. In keeping with most schools, these activities are provided for older pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English and mathematics and are very high in science by the time pupils reach the age of eleven.

1. Pupils' results in mathematics and science have been impressive over the past three years and are much higher than in similar schools. Standards in English have also been high and have slipped only once in 2000 when results were above the national average but lower than those in similar schools. Every year, results are analysed to ensure that any comparatively weaker areas are identified and remedied. Following the tests in 2000, pupils' writing skills were found to be weaker than their reading skills. Swift action was taken. Writing projects were launched, for example one involving a local newspaper. Improvements in both the content and style of pupils' writing are evident in displays around the school. Consequently, standards in English are high again with over 90 per cent of pupils on course to reach the standards expected and 40 per cent working at higher levels. Such immediate and decisive action to maintain high standards is largely what makes Austhorpe a good school.
2. Standards in reading are particularly high because of good teaching. In Year 1 pupils soon learn to blend letter sounds together to read words they do not recognise instantly. For example, pupils make comments such as, 'I know that word says green because double 'ee' makes a long sound.' Systematic teaching and good use of home reading enables pupils in Year 2, to read fluently, with increasing expression and good understanding. As a result, they are able to predict what is likely to happen in a story and give reasons for their opinions. Reading standards continue to be regarded as a priority in Key Stage 2 and the focus moves from learning to read to reading to learn. By Year 4, for example, pupils have learnt to find information for themselves using reference books and this opens the door to learning across a wide range of subjects. Teachers' enthusiasm and skill in making reading interesting and exciting has a significant impact on pupils' attitudes. By Year 6, pupils have developed a love of reading. They are confident, fluent and expressive readers who read in depth and with good understanding.
3. Teachers set individual targets to help pupils to improve their writing and reach high standards. As a result, pupils in Key Stage 1 write fluently, with good punctuation and spelling in joined handwriting. They use words imaginatively, for example one Year 2 pupil wrote, 'He held the cat gently in his arms.' In Key Stage 2, pupils are very effectively taught how to plan and organise their ideas. The use of 'story planners', in Year 3 for example, significantly helps pupils to sequence events and select suitable adjectives to make their stories interesting and appealing. Inspired teaching in Years 4 and 6 has a significant impact on standards. In Year 4, for example, pupils learn to use information and communication technology to gather, sort and present factual information. All teachers understand the importance of exposing pupils to good quality literature, such as Dickens' 'Bleak House'. As a result, pupils are beginning to reflect the styles of different authors in their own writing.
4. Pupils make very good progress in mathematics in Key Stage 2 and achieve high standards. Pupils' skills in mental mathematics are very well promoted. They learn to look for short cuts, such as doubling, halving and using brackets to make calculating easier. Teachers encourage pupils to explain and justify the methods they use to the whole class. This generates very worthwhile discussions and leads pupils to look for patterns that help them to solve mathematical problems. For example, Year 4 pupils know that if the sum of the two digits of a number add up to nine, the number must be a multiple of nine. In turn,

this helps them to recall their 'nine times' table. By Year 6 pupils' investigation skills are very good. They know how to define the problem, systematically gather information and then check results using reverse calculations.

5. Pupils' knowledge and understanding of science is very high by the time they reach the age of eleven. Practical investigations lay a firm foundation for secure understanding. For example by making and using periscopes, Year 6 pupils are able to understand how light travels in straight lines. Teachers have high expectations of pupils' ability to tackle demanding work, such as experimenting with different solutions to separate mixtures. Pupils have to think hard but are helped by every effective teaching of new ideas followed by searching questioning to probe their understanding. This enables them to understand complex scientific ideas such as photosynthesis.

High quality teaching challenges pupil to work hard and as a result they achieve well.

6. Teaching is good overall. In all classes, lessons are well managed, and teachers and pupils enjoy good relationships. The atmosphere for learning is good and pupils work hard and are confident to ask for help when they are unsure. Classroom assistants are well briefed and work effectively alongside teachers, often with pupils with special educational needs. They provide good support to ensure that pupils who find learning difficult make good progress. Three newly qualified teachers have only recently been appointed. Their adjustment to the high expectations of the school is taken very seriously. Their work is carefully guided and closely monitored by the headteacher and acting deputy headteacher. They have good opportunities to see other teachers at work and discuss their own teaching needs. The effectiveness of the mentoring system is evident in the 70 per cent of lessons taught by the new teachers that were good or better.
7. Teaching in the reception class is successful. The teacher and nursery assistants work well together in providing an extensive range of good quality activities. The teaching of basic skills, such as reading, writing and counting, is very good. Children make good progress and reach the early learning goals before the end of the reception year. Adults are very aware of the need to extend children's spoken language and prepare activities to encourage children to speak in full sentences. In one lesson, for example, the teacher asked children to feel and describe objects hidden in a bag. When touching objects such as coral, children said, 'it is hard, rough and spiky and I can't squash it, so I will put it in this group.' Good provision is made for children to select their own activities, such as role-play in the pretend hospital and using the computer to experiment with graphics. These are valuable opportunities for children to extend their knowledge and understanding and develop the ability to learn for themselves.
8. In Key Stage 1 teaching is satisfactory but teaching is good in Year 1 and in English throughout. Lessons are usually lively and interesting. Teachers are secure in their understanding of how to teach the various subjects. This is evident in the methods and approaches used, which appeal to pupils and engage their attention. In Year 1, for example, pupils were asked to be detectives and use the clues provided by historical artefacts, such as a flat iron and a carpet beater, to help them to recreate the past. Pupils were fascinated as history was brought to life.
9. Teaching in Key Stage 2 is very good, particularly in Years 4 and 6 where it is occasionally excellent. Teachers have very high expectations and provide very challenging work which pupils find stimulating. In an excellent science lesson in Year 6, for example, pupils were so determined to find ways to filter, sieve or use evaporation to separate mixtures that they did not want to stop at break-time. In English and mathematics, teachers keep a close eye on how well pupils understand the work and bear this in mind when planning the next lesson.

This enables teachers to provide work at exactly the right level to match pupils' different learning needs. This is beneficial for all pupils' learning but particularly those with special educational needs. The marking of pupils' work in Year 6 is exemplary because very clear pointers are given to help each individual pupil to improve. Lessons in Key Stage 2 move along at a brisk pace and teachers communicate a sense of urgency. Time targets are often set and teachers monitor pupils' learning closely. If any general problems arise, the lesson is stopped, the teacher explains the new learning again and pupils can then continue with their learning.

The headteacher and governors form a strong team, which ensures the school is well managed and pupils' learning improves.

10. The leadership and management provided by the headteacher, key staff and governors are good. There is a strong commitment to high standards and to provide the best possible education for the pupils. Changes in education are anticipated well in advance and discussed thoroughly before they have to be introduced. This gives time for staff to review what is already happening in the school. Test results are analysed carefully to identify any weaknesses. Parents are consulted to learn more about their views. Teachers with responsibility for planning, organising and monitoring specific subjects (subject leaders) carry out reviews to discover where more attention is needed. The findings are put alongside national and local directives to form the basis of future development. Once priorities have been agreed between staff and governors, a development plan is drawn up to ensure that decisive action is taken. This measured response to change accounts for the good improvement in collective worship, information technology and the provision for pupils with special educational needs since the last inspection.
11. Subject leaders play an important part in raising standards and those only recently appointed are already instrumental in bringing about improvements. For example the new subject leader for physical education is heavily involved in planning, observing lessons and developing the subject in and out of school. Good standards and the acquisition of a national award is evidence of his success. In other subjects such as English, mathematics and science, subject leaders have prepared detailed action plans that involve evaluating standards and planning future developments. In science, for example, efforts made to streamline planning and improve teaching have led to a very high proportion of pupils reaching higher levels. The contribution made by the subject leader for information and communication technology has been significant in raising standards since the last inspection.
12. Governors play a vital part in the life of the school and offer very good support. Between them they possess a wealth of expertise in education, child development and financial management. Their knowledge and skills are harnessed well to ensure that the school operates efficiently and achieves the best value for the time, money and effort invested. For example, the chair of governors has used his experience of performance management to guide the school in its implementation of this important change. Governors are well informed and visit school regularly. For example, one governor examines the individual education plans provided for pupils with special educational needs and another works directly with pupils in their lessons. Governors are able to see the impact of their planning decisions and use the information they gather to inform the agenda of future meetings. When governors are unsure of their ground, they involve outside agencies. For example, a specialist from the local education authority was asked to carry out a review of standards and provision in information and communication technology. The results were valuable in enabling governors to plan the next stage of development.

Pupils are eager to learn and are mature in their behaviour; these factors help them to make good progress.

13. Pupils' attitudes to school and their behaviour are very good. These are important factors that significantly influence pupils' good progress and contribute to the school's success. Pupils enjoy school and look forward to their lessons. There is a happy atmosphere in the reception class and the children are relaxed. Their interest and enthusiasm for learning is visible in the way they listen to adults and to each other, work sensibly on their own and are curious about everything the teacher introduces. Children are very co-operative and organise themselves well. For example, when acting the roles of doctors and nurses, one child asked, 'Will you call an ambulance?'
14. In Key Stage 1 and 2, pupils are quick to respond when the teacher asks for their attention. Pupils want to learn so they pay attention. They listen carefully and, as a result, know exactly what to do next. This is noticeable in physical education lessons, which are safe because pupils carry out instructions correctly, such as four pupils moving one large mat. Pupils show respect for the opinions of others and listen to what they say. In science, for example, pupils plan experiments together, make collective decisions and learn from each other.
15. Pupils' personal development is good and has improved since the last inspection. Even the youngest children in the reception class show independence, for example when using the computer. In infant and junior classes, pupils see little division between home and school. Mathematics and science investigations begun in school are often completed or extended at home and pupils bring items into school to share with others. In Year 1, a pupil brought in magazines about animals so the teacher could show the rest of the class. Pupils are mature in their willingness to evaluate their own learning and that of others. They are honest with themselves and ready to listen to what others say. In physical education lessons, for example, pupils remind each other to use their arms when trying to jump a longer distance.
16. Pupils strongly identify with being part of the school family and feel responsible for each other. The fact that oppressive behaviour and bullying is virtually non-existent rests as much with pupils' attitudes as with the school's careful monitoring of pupils' personal development. Pupils show sensitivity towards others. When new children arrive they try to make friends and welcome them into the group. They understand that families are different and realise that differences in religion and culture are not always understood and accepted, even by adults. They try to counter this, believing it is what their parents would want and the school expects. As a result, the school is harmonious, pupils feel safe and there is little to disturb their learning.

The curriculum provided is well planned to enable teachers to know what to teach and how they might best teach the different subjects.

17. Curriculum planning has moved on significantly since the last inspection. High standards in subjects such as science, history and physical education are partly attributable to the thought given to good curriculum organisation. The headteacher and key members of staff make a determined effort to ensure that every teacher knows exactly what to teach and how to go about it. As a result, there are many levels of planning ranging from planning what children will be taught in each year to the planning of specific lessons. The school's response to changes in the curriculum is thoughtful and measured. Instead of adopting recommendations wholesale, programmes of study are implemented on a trial basis for a fixed period of time and then reviewed and amended. Where the school feels that it provides a better level of guidance from other sources or from its own previous experience, the best ideas are retained. In some cases, staff feel that more must be added before

teachers have a good level of guidance, particularly on how to teach a good lesson. A good example, is the developing physical education curriculum where additional cards have been provided to show teachers how to coach specific skills. This is improving the teaching and leading to high standards in the subject. Planning the curriculum in this way enables teachers to more precisely provide a curriculum that is tailored to suit the needs of all pupils, ranging from those with special educational needs to those who are gifted and talented. The clear structures are invaluable in guiding new teachers in their subject and lesson planning.

18. Teachers link subjects together well when they plan lessons and pupils are able to develop a number of skills at the same time. This makes their learning efficient. In Year 5, for example, pupils study propaganda as part of their history of the Second World War. This not only deepens their understanding of history, it also raises their appreciation of persuasive literature.
19. Planning goes beyond the statutory subjects within the normal school day. Two residential visits are organised each year, along with many shorter visits to places of interest and a range of visitors invited in to talk to pupils. The chair of governors, for example, shares his knowledge of Pakistan, which helps pupils to form a genuine understanding of and respect for a different culture. Lunchtime and the end of the school day are busy periods as a variety of sporting and musical activities commence. The efforts made are well rewarded. Pupils show maturity in their understanding of themselves and others, they are confident in their relationships with adults and are keen to learn.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Standards in mathematics could be higher by the time pupils reach the age of seven.

20. By the time pupils reach the age of seven, standards in mathematics are close to the national average but are below those of similar schools. Standards in reading and writing are higher and, in these subjects, pupils show what they are capable of. The difference indicates that there is room for improvement in mathematics. Currently, mathematics is taught well in both reception and in Year 1. In these classes, pupils reach good standards. For example, Year 1 pupils mentally work out the correct change needed from 25 pence after buying different items. They leave Year 1 having achieved well but progress slows in Year 2.
21. Some elements of the National Numeracy Strategy have been introduced successfully in all Key Stage 1 classes. Lessons begin with a quick-fire mental mathematics session which pupils enjoy and are keen to participate in. These sessions develop their speed and accuracy of calculation successfully. The next part of the lesson is also effective. Pupils are involved in solving mathematical problems in different ways. Their suggestions are encouraged and they begin to see patterns in numbers, which helps them to work out their answers. However, In Year 2, once pupils are allocated to groups to practise their skills and consolidate their learning their progress slows. This is because teachers ask pupils to complete pages in printed workbooks and too little thought is given to the level of challenge. Evidence from pupils' books and lessons seen during the inspection indicates that pupils who find learning difficult cannot understand what the workbook requires them to do. As a result, they make many errors and have to correct them later. Teachers often work exclusively with another group and only find out about the mistakes when they mark the pupils' books at the end of the lesson. By then it is too late, pupils have not grasped the new learning and cannot build on it when the next lesson starts. When the tests for seven year olds were completed last year, 18 per cent of the pupils did not reach the expected level, yet 100 per cent achieved the level expected in reading and writing. Higher achieving pupils

learn well during whole class teaching sessions. As a result, many reach higher levels. However, they could achieve even more. The use of workbooks often holds them back when they are asked to practise and complete work that they can already do.

The good assessment of pupils' learning in English could be extended to other subjects.

22. Many aspects of monitoring and evaluating the work of the school are developing strongly. However, the headteacher and governors know there is still more to do, particularly in the areas of assessing pupils' learning across a range of subjects. A promising system has been introduced. Pupils are tested at the end of each school year in English and mathematics. The results are held on file and teachers are beginning to use the information to track pupils' progress from year to year. The information is also used to identify pupils who would benefit from additional booster classes. Recently the information has been used to set targets for individual pupils in writing but individual targets have not been set for reading, mathematics or science as yet. Despite these improvements, the information gathered is not presented in a form that readily enables staff and governors to identify what happens to pupils as they move through the school. This makes it harder for them to know where to concentrate their efforts and target resources. The headteacher is aware of this and is currently attending training on the use of information technology in analysing and presenting school performance data.
23. Pupils' performance in English is measured and recorded accurately. The same is true of mathematics in Key Stage 2. In these areas, pupils' weaknesses in learning are identified and remedied. In science, information and communication technology, and mathematics in Key Stage 1 pupils' learning is assessed less accurately and usually informally. The school is aware that such informal systems can result in inconsistent and unreliable information because they are based on teachers' personal views of pupils' progress rather than on agreed measures of improvement. For example, the teacher assessments in science at the end of Key Stage 1 show a high proportion of pupils at the higher level, yet the work in pupils' books is seldom above the level expected. These differences are difficult to explain. One useful step has already been taken to remedy the problem. In their forward planning, teachers identify which aspects of learning will be assessed across all subjects and keep notes on what they observe. However, the way outcomes are recorded and used to measure progress and inform future planning are areas that the school intends to examine in the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The school should now
- (1) Raise standards in mathematics in Key Stage 1 by:
- Matching the work provided more precisely to pupils' different learning needs;
 - Checking pupils' learning in lessons to ensure that they understand exactly what they are expected to do;
 - Ensuring that pupils' mathematics books are closely monitored and action is quickly taken when their learning slows.

- (2) Improve standards further by using assessment more purposefully to monitor pupils' progress by:
- Extending the use of assessment to cover science, information and communication technology, and mathematics in Key Stage 1 to enable staff and governors to monitor the success in pupils' learning;
 - Presenting the information in a form that helps forward planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	32	36	23			

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		213
Number of full-time pupils eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		38

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	18	10	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	16
	Girls	10	10	7
	Total	28	28	23
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (85)	82 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	15
	Girls	10	7	8
	Total	27	27	23
Percentage of pupils at NC level 2 or above	School	96 (91)	82 (91)	82 (91)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	12	14	14
	Total	26	30	30
Percentage of pupils at NC level 4 or above	School	87 (86)	100 (97)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	11	9	12
	Total	25	23	27
Percentage of pupils at NC level 4 or above	School	83 (83)	77 (86)	90 (100)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	2
Bangladeshi	
Chinese	1
White	176
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	26.6
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	150

Financial information

Financial year	1999/2000
	£
Total income	380,049
Total expenditure	364,857
Expenditure per pupil	1721.03
Balance brought forward from previous year	3,880
Balance carried forward to next year	19,070

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	0
My child is making good progress in school.	58	38	4	1	0
Behaviour in the school is good.	32	63	2	1	0
My child gets the right amount of work to do at home.	27	60	11	2	1
The teaching is good.	55	40	3	1	1
I am kept well informed about how my child is getting on.	25	60	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	53	39	6	2	0
The school expects my child to work hard and achieve his or her best.	61	36	3	0	1
The school works closely with parents.	24	56	13	4	3
The school is well led and managed.	32	56	6	3	3
The school is helping my child become mature and responsible.	39	53	3	1	4
The school provides an interesting range of activities outside lessons.	22	44	21	4	8