

INSPECTION REPORT

SIMMONDLEY PRIMARY SCHOOL

Glossop

LEA area: Derbyshire

Unique reference number: 112706

Headteacher: Mr F Keith Robinson

Reporting inspector: Mrs Wendy Knight
12172

Dates of inspection: October 2nd and 3rd 2000

Inspection number: 224109

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:	4 - 11
Gender of pupils:	Mixed
School address:	Pennine Road Simmondley Glossop Derbyshire
Postcode:	SK13 6NN
Telephone number:	01457 852721
Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Zielinska
Date of previous inspection:	15th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Simmondley Primary is an average-sized school with 270 pupils aged 4 - 11 on roll and is oversubscribed. The school is on a private housing estate on **the outskirts** of Glossop although it also serves a small council estate. Many parents work in Manchester and Sheffield, and there is almost full employment in the locality. Only a few pupils are entitled to free school meals. There is a very low proportion of pupils from ethnic minorities and no pupil currently has English as an additional language. A below average number of pupils are on the register of special educational needs (34) but the number of pupils with statements is broadly in line with the national average.

Attainment on entry is above average.

HOW GOOD THE SCHOOL IS

Simmondley is a very effective school, with very high standards in tested subjects, good teaching, and strong, purposeful leadership and management. It provides very good value for money.

What the school does well

- Achieves very high standards in all aspects of English and mathematics.
- Teaches literacy and numeracy very well.
- Develops high standards in art and offers chances to be creative and imaginative.
- Encourages positive attitudes which ensure effective learning.
- Ensures pupils with special educational needs make good progress.

What could be improved

- Opportunities for pupils to learn independently.
- Providing additional information for parents so they can be even more involved in their children's learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made significant improvement since the last inspection in October 1996. All the key issues identified by the inspectors at that time have been fully met.

- It has developed agreed approaches to planning and recording pupil progress and has appropriately reviewed its management roles.
- Provision for personal, social and health education has been revised and documented.
- Planning and provision for under-fives has improved, being completely revised for the new foundation curriculum but taking account of pupils' needs.

From the high standards already achieved at that time, the school has continued to raise attainment in tested subjects.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	A*	A	A*	A
Mathematics	A*	A*	A*	A*
Science	A*	A	A*	A*

Key

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

Note: A* means that the school's performance is in the highest 5% nationally

Pupils' attainment in English, mathematics and science is very high and many pupils achieve standards beyond those expected for their age. The progress made by all pupils based on attainment at the end of Key Stage 2 is also very high when compared with similar schools.

Pupils listen carefully, speak confidently for many purposes and read aloud fluently and expressively. They read with good comprehension, and write fluently and accurately for a wide range of purposes. Pupils calculate accurately and quickly, both mentally and using written methods, solve numerical problems confidently and use mathematical skills effectively in other subjects. In science pupils have good factual knowledge and conduct practical work carefully and accurately. Over the last four years all subjects show very high levels of attainment compared with national averages, and the trend is broadly in line with the national one even though standards are already so good. The school achieved the high targets set for it in 2000.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are eager, enthusiastic and interested learners.
Behaviour, in and out of classrooms	Very good. Pupils work and play together amicably and are polite and friendly towards adults.
Personal development and relationships	Pupils develop very constructive relationships and take on any everyday jobs maturely, although they rarely take responsibility for their own learning.
Attendance	Very good.

Pupils enjoy attending school and participate keenly in all the activities offered. They cooperate well in lessons, are obedient when given instructions and are considerate of each other's feelings. Pupils are mature, responsible and likeable people. They are keen to follow up work at home and become engrossed in activities at school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 teaching in English and mathematics, including literacy and numeracy, is very good. Teachers promote effective speaking and listening including using relevant technical vocabulary. They teach basic skills of reading, writing and calculating very thoroughly and effectively build on previous learning by careful questioning and feedback. Expectations of pupils are high. Overall teaching is very good in 23% of lessons, good in 46% and satisfactory in 31%. Teachers give good explanations, use a variety of interesting methods and activities and provide timely support, praise and comment to pupils. In the best lessons pupils are inspired and challenged. The teachers are aware of all the pupils in the class and are effective in ensuring they make good progress in lessons. As a result, pupils acquire new knowledge and understanding regularly and complete a great deal of work. They can concentrate well, and are developing proper work habits which will stand them in good stead for later education. They are keen to respond to teachers' comments and willingly improve or refine their work in response to any suggestions. When given the opportunity, pupils ask inquisitive questions and revel in intellectual challenge, but they are not often given chances to research independently or to investigate for themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects are taught to agreed schemes of work. However, some work in subjects other than English and mathematics lacks the breadth and variety of literacy and numeracy programmes because it relies too heavily on published worksheets or schemes.
Provision for pupils with special educational needs	Most effective. Pupils' specific needs are well identified and plans and targets are thoughtfully made so that pupils can develop essential skills but participate fully in all areas of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall provision. Social and moral development are very good. Pupils are given opportunities to reflect and wonder at the world particularly in assembly. Pupils are introduced to local and Western culture well but there is limited attention to other cultures.
How well the school cares for its pupils	Pupils are well looked after, and because the school knows the pupils individually staff are able to ensure personal needs and interests are taken into account.

Work in subjects other than English and mathematics does not always build on pupils' well-developed skills. There is a good programme for personal, social and health education, and a variety of extra-curricular activities are offered. There is a strong emphasis on pupils' social and moral development, based on teachers' extensive knowledge of individual pupils and genuine concern for their progress. This includes close concern for any health, welfare, emotional or educational needs. However, planned opportunities for experiencing spiritual dimensions in religious education and understanding the rich diversity of culture are limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strong leadership ensures that education is of high quality, yet the school is also a caring place which makes learning enjoyable. It is well managed so that initiatives are effectively implemented.
How well the governors fulfil their responsibilities	Well. Governors know the school well and provide valuable support to its work. They are prepared to be particularly active in pursuing issues which they consider to be of vital importance to the school.
The school's evaluation of its performance	Effective. The staff reflect on those details which in any way adversely affect performance and persevere with ways to improve them.
The strategic use of resources	Good. The relatively limited funds are put to good use so that educational opportunities are well supported.

The most important strength of the school is the teamwork engendered by the senior staff that effectively shares the workload and ensures complete commitment to the school's aims. The school is careful to make best use of the resources available to it, including limited funding and tight, cramped accommodation. It always applies the principles of best value in order to make the most of its finances.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High standards achieved • Good behaviour of the pupils • Effective teaching • The high expectations the school has of the pupils • The progress made by all the pupils 	<ul style="list-style-type: none"> • Amounts of homework set • Extra-curricular activities • Being kept informed about how children are getting on • How closely the school works with parents • Classes containing more than one age group (mixed-age classes)

The inspection team fully agrees with parents' views about the school's strengths.

Inspectors judge that the amount of homework is reasonable and that the range and number of voluntarily provided extra-curricular activities are similar to most primary schools. The mixed-age classes cannot be avoided as the intake for each year group is more than one class but smaller than two. The school has a clear, fair policy on how pupils are allocated to classes strictly by age, which means that in practice any class contains pupils whose birthdays are less than 12 months apart. Mixed-age classes are not detrimental to standards, and the school is making every effort to ensure pupils make best progress by setting for English, mathematics and science.

Although the school has a range of appropriate procedures for keeping parents informed about their children's progress and has the usual opportunities for parents to be involved in its work, the inspectors think that more detailed information could be provided so that parents would be even more closely and actively involved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It achieves very high standards in all aspects of English and mathematics
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1 Pupils' attainment in English and mathematics is very high and nearly all pupils achieve standards beyond those expected for their age. They can use their skills confidently across the curriculum. The progress made by all pupils in English and mathematics by the end of Key Stage 2 is also very high when compared with similar schools and very high standards have been maintained over the last four years.

2 In English pupils listen attentively and contribute pertinently in the light of others' comments. When asked to do so they pose interesting and perceptive questions. Pupils contribute interesting insights from their own work at home and ask for examples to be extended to provide more challenge. In Year 2, for instance, some pupils working on two-digit numbers wanted to go on to three-digit numbers. They speak confidently in front of the class from an early age. Year 1 pupils talk about what they have done in their art work when mixing paint to make different shades. By the end of Key Stage 2 pupils speak clearly and audibly so that the whole class can hear their well-thought out responses. Pupils learn to use relevant technical vocabulary in all areas of the curriculum and when speaking of their work automatically use these words, such as a pupil who talked of a 'meandering river' in an information and communication technology lesson. Pupils negotiate work effectively in pairs and small groups by offering suggestions and changing their thoughts after hearing the opinions of peers.

3 Pupils read confidently and accurately from an early stage. Year 1 pupils, for instance, are already finding the correct place in the hymn book and reading at least some of the words in assembly, and many can read words such as 'tadpoles' in their science lesson. By Year 4 they competently and audibly read aloud the parts of characters from *Alice in Wonderland* while the teacher acts as narrator, and in Year 6 they make good attempts at reading with dramatic expression to create an appropriate atmosphere. Pupils have good understanding of what they read and by Year 4 are already able to answer questions which require inference or deduction. For instance, in the play *Alice in Wonderland* an instruction for 'all' to speak a line of the dialogue is given. Pupils are asked which characters would have been speaking this line to ascertain whether they are aware that the dormouse would be asleep. Most Year 6 pupils enjoy tackling Shakespeare's original text rather than the animated video because they want to unravel meaning and use their imagination rather than having a simplified version pictured for them.

4 The standard of writing is very high. Pupils write neatly, fluently and accurately for many purposes. They are able to use a range of punctuation correctly including speech marks (correctly paragraphed), apostrophes, exclamation marks and question marks. Spelling is also accurate and pupils are able to write readily in complex sentences. In Year 5, for instance, pupils learn and generalise rules such as double consonant plus 'ed' in 'slipped'. Vocabulary incorporated into writing is frequently exciting and thoughtful, and pupils know about and can use devices such as metaphor and simile for effect. Pupils learn to write to a structure and with interesting sentence beginnings as in Year 2 where they select character, setting and major event and draft a *Sid's Saturday Surprise* story including such phrases as 'suddenly...' and 'at last...' Year 2 pupils are also already beginning to adapt their writing for different purposes such as writing in the first person in religious education. Older pupils can write in different styles such as Year 5's Tudor diaries, which have a clear historical flavour. In Year 6 pupils write interesting autobiographies, concise

book blurbs, descriptive poetry and strong persuasive writing on corporal punishment all with ease.

5 In mathematics pupils are able to solve problems applying their knowledge of numbers. In Year 6, for example, pupils use their knowledge of multiplying and dividing by 10, 100 and 1000 to change centimetres to metres and metres to kilometres. Year 2 pupils are already aware of mathematical pattern and can predict the number of arrangements of two-digit numbers which can be made with four numeral cards. Higher attaining pupils work systematically to find such numbers, knowing at once if they have made errors, and organising their answers by size.

6 Pupils are quick at calculating mentally and know essential multiplication tables and number bonds. In Year 1 pupils readily express different strategies for working out the number when counting on and back to 10 while in Year 4 pupils quickly estimate the position of values on the 'number stick'. Place value is securely understood from an early stage, Year 2 pupils confidently identifying the tens place in their two-digit numbers and flexibly reversing numerals and reading the new number formed. By Year 6 pupils can calculate to three decimal places, higher attainers readily giving 0.125 as half of 0.25 and also extending their knowledge to 5 decimal places. By Year 4 pupils know about polygons and can identify regular ones and sort shapes by given criteria. Year 6 pupils neatly and accurately construct angles. Pupils apply knowledge of scale readily in geography, use line graphs in science and produce and interpret block graphs and pie charts in information and communication technology.

The school teaches literacy and numeracy very well

7 The teaching of literacy and numeracy is very effectively focussed on developing essential skills and using these in increasingly more demanding situations. There is a strong emphasis on acquiring relevant technical words such as 'font' and 'text' in Year 3 information and communication technology, and also a broad general vocabulary. Year 2 pupils, for instance, are able to describe the main character from *Six Dinner Sid* as mysterious, contented and cheeky. Strategies are usefully provided for ensuring work is accurate such as using a rule or mnemonic for spelling words in Year 5. In mathematics pupils are also encouraged to express their own methods for calculating as in Year 1 numeracy where pupils say how they know which place is reached on the 'number stick' when counting silently forwards or backwards. A range of useful aids around classrooms such as lists of mathematical words and self-help sheets for redrafting written work enable pupils to seek answers for themselves when tackling both oral and written work.

8 Judicious questioning is used both to check on pupils' understanding and to extend their thinking, including opportunities for seeking pattern and generalising results as in Year 2 numeracy where pupils find all the two-digit numbers which can be made from four selected single numeral cards and realise there would be the same number of arrangements irrespective of the choice of numerals. Questions are often very challenging as in Year 6 numeracy where pupils place decimal numbers in relation to each other and answer what the difference is between given numbers. They are often also searching in terms of pupils' comprehension, as in Year 4 where pupils answer telling questions about a passage from *Alice in Wonderland*. Teachers set good examples by demonstrating what they want, and correct pupils' attempts if necessary, as in the dramatic reading in Year 6 of a scene from *Macbeth* after the murder of Duncan.

9 Such day-to-day assessment and timely feedback to pupils, along with the effective use of marked work to identify areas of weakness for tackling in subsequent lessons, enables pupils to improve their work. For instance, marked work in Year 5 reinforces for a pupil the rule for correctly adding '-ed' to words to change the tense. Good work is suitably

praised and examples of successful written work are shared with the class so that pupils know why they are good. Teachers are vigilant and know when to intervene, but do expect pupils to attempt tasks unaided, including reading the instructions for themselves when they are capable of doing so. For those pupils who require support available adults are well deployed during group and individual tasks to enable them to make progress. Expectations are very high, not only of the amount of work to be completed, but also of pupils' ability to apply their learning. Teachers often set short deadlines which make pupils work hard. Relevant homework, which effectively supports work done in lessons, is regularly set for pupils, such as finding advertisements containing percentages. Many lessons conclude with a good recapitulation or review session so that pupils know what they are expected to have learnt and extend knowledge to harder examples such as in Year 6 numeracy where pupils extend knowledge of decimals to five places.

The school develops high standards in art and offers chances to be creative and imaginative
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10 Provision for art throughout the school is good. A thorough scheme of work with guidance on skills, techniques and media is used to ensure pupils are introduced to and apply learning at an appropriate rate. In practice, pupils have a wide range of experiences and use many media from pastels and pencils through various types of paint to wool and wax crayons to produce high quality pictures and artefacts which show imaginative and creative thinking. Pupils learn to recognise and match colour and tone and to select colour to reflect different moods. They learn to do close observations such as those of candles and leaves. Pupils create collages using torn and cut paper, art straws and string. Pupils use fingers and sponges as well as brushes to complete paintings. Their pictures include portraits, landscapes, still life and abstracts. Pupils see and study a range of artists' work to understand their styles and techniques and use these in their own pieces. These range from a contemporary local artist, Eileen Cooper, through Andy Goldsworthy to Picasso and 15th century Mexican art. Many images are also relevant to work in literacy, geography or history such as current pictures of Egyptian figures. Different movements such as Surrealism and Impressionism are included for study. Some work is produced purely for visual effect such as Year 2's three-dimensional poppies, some is part of work done as imaginative responses to school trips such as watercolour landscapes, while other examples are practical designs such as book jackets in Year 6 literacy. The resultant visual impact throughout the school is impressive and creates a stimulating environment exhibiting examples to which pupils can aspire.

11 In lessons, introductions and demonstrations give pupils a clear idea about what is expected and how it can be achieved. Vigilant adults, including teachers, classroom assistants and volunteer parent helpers all ensure pupils learn skills and techniques such as colour mixing, and they suitably intervene to correct and advise. In Year 1, for instance, pupils learn to mix red and white paint to make different shades and use paintbrushes carefully and with control. New work is carefully planned to build on previous learning so skills and use of media are progressively developed. This gives pupils confidence to attempt interesting ideas and to be creative. Relevant vocabulary is introduced and used so pupils can talk knowledgeably about their work and that of well-known artists. Techniques such as 'framing' are deployed to concentrate pupils' attention on detailed sections of illustrations. Teachers' questioning is skilful to enable pupils to consider all the factors involved in using the style of a given artist, and they are judicious in their use of pupils' pieces as exemplars to celebrate successful work. Pupils' ideas are always valued so they respond by offering original ideas and are confident about expressing themselves imaginatively.

12 As a result of the effective teaching pupils tackle art work with enthusiasm and often become deeply engrossed in their work. They enjoy opportunities to make informed choices and discuss their ideas sensibly and knowledgeably both to the whole class and in pairs and

small groups before planning and conducting their work. They use existing skills confidently and practise new ones readily. They listen carefully to comments and suggestions as well as introductions and use the remarks to refine their own designs and learn to respond imaginatively to a range of ideas and thoughts. Pupils can discuss their finished work thoughtfully and are developing their own tastes for particular styles or artists.

Staff encourage positive attitudes which ensures effective learning

13 Pupils' positive attitudes ensure they make the most of learning opportunities and make good progress. From reception they learn and follow classroom routines so that teachers can concentrate on teaching basic skills. They learn to listen well. Year 1 pupils, for instance, listen carefully to *The Clog Dance* in their music lesson and respond by joining in at the right time and **by** beating the rhythm. The same pupils **follow the rules obediently** and are already learning to put out apparatus for physical education safely and sensibly. Because teachers make it clear what is expected both in terms of work to be done and the way it is to be completed, pupils settle readily to a range of tasks and **activities**. **In Year 2** nearly all pupils write a side of A4 in about half an hour in literacy. They can sustain their concentration well, and are aware of prompts which help them to complete their work accurately. One pupil in the same class, for instance, uses the words displayed on the wall to ensure Saturday is correctly spelt. The same pupils empathise with the characters in *The Prodigal Son*.

14 Pupils develop a love of number which makes them want to play with figures. In Year 2, pupils smile as they select a single card to make 85 as a lower number than 86. Pupils' interest in all subjects is evident in their offering of suggestions and ideas, although they do not demur if others' contributions are accepted. In Year 3 information and **communication** technology pupils offer suggestions for changing the font and colour of text, and they show enthusiasm for using the correct scientific vocabulary while talking about a model of the lungs in Year 3/4. Pupils tackle work confidently even without direct help from teachers. In Year 4, for instance, the teacher guides pupils in how to set about answering comprehension questions in literacy, but pupils apply their thinking and reading skills to answer the remainder independently. Pupils also apply their social skills pertinently in their work as seen when the same class sensitively talk about respect for the environment and other people in a lesson on Buddhism and rules for life.

15 The confidence pupils develop as learners enables them to deal with errors as useful ways to improve. **In Year 5, pupils readily offer examples of their previous spelling mistakes and state how these helped them to avoid similar ones. In the same class, pupils attempt to generalise** the way in which pitch is altered on a range of different stringed and blown musical instruments. Pupils become increasingly aware of the wisdom of discussing ideas with peers to clarify and refine them. Year 6 pupils, for instance, compare choices of connectives for joining two sentences in their literacy lesson and only select after consideration of all opinions. When work is particularly intellectually challenging pupils are very willing to make the required effort and persevere. Year 6 pupils, for instance, find it difficult to define the fields for a geographical database but continue to offer alternatives even after a number of early ideas have proved to be unusable.

The school ensures pupils with special educational needs make good progress

16 **Pupils with special educational needs make good progress throughout the school. In the last year several pupils (10%) have moved off the register and others have progressed to lower stages because of their progress,** and pupils often achieve the expected National Curriculum level by the time they reach the end of Key Stage 2.

17 Effective liaison with pre-school providers and the health service ensures that most pupils with known problems are immediately given support, and with careful assessment pupils who subsequently make insufficient progress are identified. Good use is made of external agencies to provide therapies and counselling. Because the staff know pupils and their families well, there is usually a shared approach to assist pupils in acquiring skills as quickly as possible, including amended homework programmes which provide regular practice in areas where the pupils concerned require it.

18 In school, careful consideration is given to the allocation of any education care officer support, taking account not only of when pupils will receive assistance so that they do not become totally reliant on an adult helper, but also who is the best person to provide the support. **If pupils are considered likely to have special educational needs, or are on the lower stages of the register, they are appropriately selected for 'satellite' help by working in small groups supported by education care officers in lessons.** Class teachers and education care officers work effectively together to ensure special educational needs pupils tackle similar work to the rest of the class and achieve success, even if they are unable to understand and record work for themselves such as a pupil whose science is 'scribed' by the education care officer. In such cases the adult concerned makes clear what contributions are the pupil's so there is a clear record of intellectual development. During whole class sessions class teachers regularly take steps to include pupils with special educational needs in discussion, valuing contributions and actively encouraging statements and comments which can then be developed with the rest of the class.

19 In the same way as it values all pupils as individuals, the school puts much effort into including all pupils with special educational needs. A pupil from a local special school is currently being integrated stage by stage into mainstream schooling. Account has been taken of which are the best sessions for the pupil to attend Simmondley and who will accompany the pupil on integration visits.

WHAT COULD BE IMPROVED

Opportunities for pupils to learn independently

20 Although pupils are eager learners with confidence in using all the basic skills, including knowing how to access information from the library, they have few opportunities to **pursue their own lines of enquiry** or to pose their own questions. Pupils readily go to dictionaries to find out meanings of words and can use atlases confidently to answer questions in geography, yet pupils feel that teachers tend to talk too much and do not allow them to take an active role in their learning. Pupils have proved themselves to be trustworthy and keen to accept responsibility yet the library is rarely used for research or browsing. Year 6 pupils do have the opportunity to use the computer at lunchtime and have the necessary basic skills, but no lesson during the inspection used information and **communication** technology to support learning. Some history work in Year 1/2 does require pupils to talk to grandparents to find out about the past and some high quality work in history shows pupils can combine factual learning with creative writing to produce interesting and accurate writing. Occasionally pupils create their own forms of presentation for particular pieces of work such as the pamphlets on White Hall. However, most recorded work in history and also in geography, religious education and science is limited to short answers on worksheets.

21 Pupils can solve problems in mathematics and carry out an appropriate amount of practical activity in science to reinforce their theoretical learning, but they seldom construct and conduct their own investigations from an initial hypothesis, and sometimes only observe teacher demonstration in science lessons when they could be discovering first hand for themselves.

22 Opportunities for pupils to evaluate their own work, including in physical education and design and technology where it is an expected part of the curriculum, are relatively limited although pupils show they are very willing to accept suggestions and act on them in art. Pupils willingly accept and use teachers' comments about how they can improve, but there are few occasions when pupils are expected to judge their work and set themselves future targets.

Providing additional information for parents so they can be even more involved in their children's learning
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23 Parents are provided with regular information about pupil progress, and the annual reports are well graded to show pupils' effort as well as achievement. It is also clear how a pupil's standard of work compares with the rest of the class and whether the rate of progress is satisfactory. Additionally, pertinent and useful comments are made about pupils' personal development. However, the information is sometimes vague in terms of what pupils can actually do, especially in non-tested subjects, and it is often not clear how pupils can improve. 23% of parents responding to the questionnaire do not feel they have enough information about how their children are getting on and there are no specific targets for the **next step in learning**. Some parents feel that they are not told if there are problems with progress between formal meetings, and would also like a formal interview to discuss the annual report, rather than having to request one. Those parents who do request additional meetings about their children are happy with outcomes, but nevertheless 28% of parents do not think the school works closely with them. Parents also feel they have limited opportunities to see pupils' work for themselves, such as through attending class assemblies or leavers' assemblies.

24 At the parents' meeting and on questionnaires parents did not feel they knew enough about what was being learnt in each class and how it will be taught. For instance, there are concerns about pupils being heard read which shows misunderstanding of the literacy hour, and parents do not feel they know what is expected from reading homework. Nearly a quarter of parents responding to the questionnaire expressed some dissatisfaction with homework.

25 Because parents are supportive and wish to be actively involved in their children's learning, the school's procedures are not sufficiently rigorous in informing parents exactly what is going on in the curriculum and what pupils need to learn next.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26 The school is already very successful but is committed to doing even better for its pupils. In order to achieve all-out excellence the school should:

Provide more planned opportunities for pupils to learn independently

This can be done by:

- providing pupils with open-ended tasks to tackle;
- encouraging pupils to pose and pursue their own questions;
- expecting pupils to use the library and information technology to answer questions and pursue enquiries;
- pupils evaluating their own work and taking part in setting appropriate targets;
- pupils taking more active roles in science investigations.

(paragraphs 20 - 22)

Offer additional information for parents so they can be even more involved in their children's learning

This can be done by:

- specifying more precisely **in reports** what pupils know and can do in all National Curriculum subjects and religious education;
- providing more detail about what is being taught and how this can be supported at home;
- **involving parents** in setting targets for pupils.

(paragraphs 23 - 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	46	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	267
Number of full-time pupils eligible for free school meals	N/a	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	39

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	14
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	13	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	22
	Girls	13	13	11
	Total	34	33	33
Percentage of pupils at NC level 2 or above	School	97 (93)	94 (96)	94 (95)
	National	82 (81)	83 (82)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	13	13	13
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	97 (93)	100 (96)	100 (94)
	National	82 (81)	86 (79)	87 (85)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	16	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	19	22
	Girls	16	16	16
	Total	37	35	38
Percentage of pupils at NC level 4 or above	School	97 (89)	92 (87)	100 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	22
	Girls	16	16	16
	Total	35	35	38
Percentage of pupils at NC level 4 or above	School	97 (89)	92 (95)	100 (97)
	National	70 (64)	69 (64)	75 (70)

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	264
Any other minority ethnic group	

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)	10.0
Number of pupils per qualified teacher	26.7
Average class size	29.7

Education support staff: YR– Y6

Total number of education support staff	5.0
Total aggregate hours worked per week	113

Financial information

Financial year	1999/2000
	£
Total income	406,535
Total expenditure	405,131
Expenditure per pupil	1500
Balance brought forward from previous year	320
Balance carried forward to next year	1724

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	174

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	5	1	0
My child is making good progress in school.	45	47	6	0	2
Behaviour in the school is good.	51	45	1	0	3
My child gets the right amount of work to do at home.	28	47	21	2	6
The teaching is good.	58	35	2	0	6
I am kept well informed about how my child is getting on.	26	53	16	2	3
I would feel comfortable about approaching the school with questions or a problem.	41	45	10	4	1
The school expects my child to work hard and achieve his or her best.	56	38	2	0	3
The school works closely with parents.	23	49	16	6	6
The school is well led and managed.	37	51	4	3	5
The school is helping my child become mature and responsible.	42	45	8	2	4
The school provides an interesting range of activities outside lessons.	17	34	26	7	18

Other issues raised by parents

Parents positive about the school's 'community' atmosphere, and the approachable staff. Written concern about reporting on progress, paucity of information on important or day-to-day issues. Some parents are concerned about mixed-age classes.