

# INSPECTION REPORT

## **ST. ANDREW'S PRIMARY SCHOOL**

Kirkella

Hull

East Riding of Yorkshire

Unique reference number: 117881

Headteacher: Mrs S Bush

Reporting inspector: Mrs M. Hulme  
OFSTED Registered Inspector Number: 3609

Dates of inspection: 25<sup>th</sup> – 26<sup>th</sup> September 2000

Inspection number: 224544

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: Westella Road  
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Appropriate authority: the governing body

Name of chair of governors: Mrs L. Hibling

Date of previous inspection: July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 - 9</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10 - 16</b>
<b>WHAT COULD BE IMPROVED</b>	<b>16 - 17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17 - 18</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19 - 22</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is much bigger than other primary schools, with 593 pupils on roll, and is set in a reasonably affluent area. It benefits from an intake of children who often have attended some form of pre-school provision and have well developed skills when they enter school. Many children have well educated parents who show considerable interest in their children's progress and there is a very high level of expectation of the school. The percentage of free school meals is extremely low (1%) and way below the national average. Most children are white and there are no Travellers or refugees. The percentage of children for whom English is an additional language is a little higher than in most schools although most understand and speak the English language well enough to take a full part in the curriculum. The percentage of children who have special educational needs (5.3%), including those with statements of need is well below the national average.

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

This is now an effective school. It has moved from a satisfactory level to good and is much more aware of what it does well and where further improvements are needed. Pupils achieve high standards and the school now constantly analyses its performance to see where it can do better. The good teaching and improved management structure have improved the quality of education provided and the school is a stimulating place for children to learn. The good teamwork that now exists is a contributory factor. The value for money provided by the school has improved and is now good.

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

- Pupils in their final year achieve high standards.
- Overall, the quality of teaching is good: in over a third of lessons observed it was very good.
- The ethos fosters good behaviour and pupils have very good attitudes to their work.
- The headteacher is an effective and strong leader who is very well supported by the staff and governing body.
- Parents support the school very well and are satisfied with the education it provides.

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

- Better use needs to be made of the new technology so that pupils have better access to a greater range of facilities for research and personal study.
- The provision for the physical development area of learning needs improving in line with that already planned so that the school can meet the needs of the new curriculum.

*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 last inspected in July 1996. The radical change to the structure of the management team is now more effective and contributing positively to the raising standards in the school. It has moved from a developing school to a good school where the priorities for development stem from the results of monitoring and evaluation procedures that are a regular part of school life. Good improvements have been made since the last inspection but the school is not complacent and recognises that more work is needed to maintain high standards and good leadership and management. The greater involvement of the governing body and hard work of staff and parents are creating a formidable team that is capable of building on the good work already established.

## 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	B
mathematics	A	A	A	B
science	A	A	A	B

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

Pupil's performance in National Curriculum test results for 1999 show that high standards are achieved in their final year at school. However, when these results are compared with schools in similar social circumstances the results are above average rather than well above average. In the subjects of English, mathematics and science there is a high percentage of children attaining the higher levels, with almost half the pupils achieving levels expected at secondary school. Although the pupils who achieved these standards have now left the school, the current Year 6 are achieving as well as they can and are on line to do well by the end of the year. Trends in results over time show that in the last four years the school has been broadly in line with the national trend. For example, when the results in science improved in 1999, they did in other schools too.

Although they have had little time in school the children are achieving satisfactorily at the Foundation Stage and are very likely to attain the early learning goals by the end of the reception year, with many doing better. By Year 2, children reach above average levels in reading and writing, with a high percentage gaining the higher level in reading. The school has identified some weaknesses in writing and is remedying these, with an improvement in the numbers gaining the higher level in the tests this year. A particular success has been seen in the Year 2 mathematics tests in which twice as many children gained the higher level this year. Standards in art and music are particularly good. However, the school is aware that although children achieve sound standards in information and communication technology (ICT) the lack of staff training and pupils' access to the new technology hampers the progress that pupils can make, particularly at Key Stage 2. Many children have more opportunities at home to use e-mail and the Internet to retrieve information than they are able to do at school. This is frustrating for pupils and staff alike.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have very good attitudes to school. They are enthusiastic and keen to succeed.
Behaviour, in and out of classrooms	Behaviour is good. Pupils are courteous and show respect for adults. The good behaviour allows pupils to work well in class.
Personal development and relationships	Very good. Pupils show good co-operation and relate to staff and one another very well. They willingly take responsibility for many tasks.
Attendance	Very good. Most children are punctual and enjoy coming to school.

The ethos fosters good behaviour and pupils have very good attitudes to their work.

## 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.*

There has been a considerable improvement in the teaching since the previous inspection. Overall, the quality of teaching is good and in over a third of lessons observed it was very good. There is no longer any unsatisfactory teaching and in three lessons it was excellent.

Overall, the teaching of English is good and occasionally excellent at Year 6. In mathematics, in half the lessons it was good and in half it was very good, at both key stages. The National Literacy Strategy has been helpful to the school but the National Numeracy Strategy has had a greater impact, with teachers feeling more secure in their knowledge of the subject. They now have higher expectations of what children can do. In both subjects teachers have the technical skill to teach children what they need to know such as how alphabet letter sounds can assist with reading.

The teaching has many strengths. Relationships are very good and motivate children to want to learn. Teachers manage pupils well and any disruption is dealt with effectively. Teachers have a good knowledge of most subjects and use their skills effectively to extend pupils' knowledge, understanding and skills. Care is taken in planning and during lessons to meet the needs of all pupils. Appropriate support is provided for those children who have special educational needs and the work of more able pupils is extended and more challenging. Those children for whom English is an additional language make appropriate progress and there is support for those who need it, particularly in the younger classes. However, ICT is not taught as well as it might be because teachers lack training, organisation needs improving and appropriate installations are needed to allow pupils access to the new technology. The other weakness is related to the new Foundation Curriculum for children under five. As yet staff have had no training and there is a lack of some outdoor provision for the physical development area of learning. The school is aware of the need to provide opportunities for regular and frequent physical activity indoors and outdoors but the outdoor area is not designed to facilitate children moving spontaneously between indoor and outdoor environments during all weathers. At present, large scale movements such as climbing and balancing on large apparatus and running energetically the distance between resources is difficult to achieve other than by using apparatus in the hall. Overall, pupils' learning is good: in one in five lessons observed it was very good, particularly at Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities is mainly good but some improvements for Foundation Stage provision are needed outdoors.
Provision for pupils with special educational needs	Better management has resulted in improvements, with early identification of need and appropriate individual targets.
Provision for pupils with English as an additional language	Good provision. The support for these children enables them to understand and talk well enough to make appropriate progress with their work
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision. New initiatives have been introduced and this aspect is planned within the curriculum very successfully. The worship particularly enhances spiritual development.
How well the school cares for its pupils	The pupils' welfare is of paramount importance to the school, which takes very good care of its children.

There is a very good range of extra-curricular activities, including those for younger pupils. There is a good range of visits to places of interest to extend the curriculum. Additional support has been provided for several groups of children. An introduction to citizenship using the school council as a foundation is working well. Equal opportunity is promoted well. All areas of the curriculum meet statutory requirements. Appropriate procedures are in place to ensure that the best possible support and guidance are provided for the children. These are monitored well and changes made as required. The school does all it can to keep children from harm.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a strong leader and very well supported by key staff. Together they provide clear direction to the work of the school.
How well the governors fulfil their responsibilities	Responsibilities are fulfilled well. Governors have a good understanding of the school's strengths and weaknesses. They are well organised and put their individual expertise to good use.
The school's evaluation of its performance	The school now evaluates its performance very well. It has a good view of its work and is using its analyses successfully to help staff understand what works well and why.
The strategic use of resources	Good, overall. Specific grants and other funding are used wisely in such areas as special educational needs.

Improvements have been made to the management structure of the school and there is now more delegation and staff involvement in the making of decisions. The system of using departmental heads is very successful in a school of this size and the teamwork of the whole staff is very good. Monitoring and evaluation of the work of the school lay the foundation for priorities and lead to effective action. The governing body is very supportive of the headteacher and works hard for the school. Governors are assisted in this by the parents, who provide tremendous support, and, through consultation, contribute well to the whole school team. The principles of best value are applied satisfactorily

## 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>• The school expects children to work hard and achieve their best.</li> <li>• Behaviour in the school is good.</li> <li>• The school is helping children to become mature and responsible.</li> <li>• The teaching is good.</li> <li>• Children like school.</li> <li>• Children make good progress.</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work that children do at home.</li> <li>• Aspects of accommodation that restrict the space children have.</li> </ul>

Inspectors agree with parents' positive views. The range and amount of homework are similar to that of other primary schools. Although some parents expressed concerns about homework in their responses in questionnaires, this was not the feeling expressed at the parents' meeting. Most concerns about accommodation are similar to those in other schools. In this school the accommodation does not hamper children's progress or have a detrimental effect on the teaching.

## **PART B: COMMENTARY**

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

#### **Pupils in their final year achieve high standards**

1. This is a school where parents expect their children to gain high standards by the time they leave school. Trends over time show that by the age of eleven, pupils consistently do well in all three core subjects of the National Curriculum - English, mathematics and science. There are undoubtedly some very bright children in this school and their results are well above average in comparison with all other schools. In 1999 (the latest year for which we have figures to make a national comparison) almost half the pupils were attaining the higher level in English and science and 39 per cent that level in mathematics. Not all children were able to reach the acceptable level and in each subject there were a few for whom there were special educational reasons for not attaining this stage. A comparison of test results with the teachers' assessments show that pupils did as well as expected, with a high percentage reaching the level expected at secondary school.
2. The most recent results for 2000 show that many children have achieved a higher level in all three subjects and percentages in mathematics and science are similar to last year but not quite as good in English. However, teachers have already analysed the results and have plans to tackle the weaknesses, particularly in writing, that affected these results. At present there are no national statistics with which to make a comparison. The school had only just begun a new academic year when lessons were observed during the inspection this year but many children at Year 6 are working at above average levels and producing work of good quality.
3. A number of factors contribute to the good results achieved by the time pupils leave school. These begin with the good start children are given at the Foundation Stage. Teachers have high expectations of what every child can achieve and use the assessments they make when children enter school to guide their provision of appropriate activities that lay a good foundation for further learning. By the time children are seven, further assessments by teachers and the results of the National Curriculum tests in reading, writing and mathematics give an indication of the progress made and whether they are on line to achieve the results required by Year 6. The test results for 1999 showed that the percentage of children reaching the higher level in reading was above the national average, at 35 per cent. Fewer children managed this in writing but the results were still above the national average. In mathematics 17 per cent were reaching the higher level, which was close to the national average. The school was unhappy with the mathematics result and, with support from the Local Education Authority, looked closely at the results, analysing where there was weakness. The implementation of the National Numeracy Strategy improved teachers' skills and made them feel more secure in their teaching. They were encouraged to make more use of large numbers that extended pupils' knowledge, understanding and skills. This, together with a change to a more suitable commercial scheme to support the work, resulted in a dramatic improvement to the mathematics results this year, when the percentage of children reaching the higher level doubled.
4. The use of analysis to target weaknesses and improve results is now an important part of the monitoring and evaluation process in school. Additional literacy support for those children whose results were borderline has been an important factor and targets for each year group have focused on improving weaknesses while at the same time maintaining strengths. Teachers' marking of work is effective in identifying what

weaknesses pupils need to be working on next and the very good relationships that teachers have with children mean that pupils make good efforts to improve their work in the way the marking suggests. There is early identification of children with special educational needs (SEN). Although the school has fewer SEN pupils than other schools nationally, they are not overlooked. When they are at a stage of needing an education programme they are well supported towards the targets identified so that they progress at the same rate as others.

5. The National Literacy Strategy and National Numeracy Strategy are well established and the children's use of these linguistic and numerical skills are emphasised in other subjects. Reading standards are particularly good throughout the school. This is very noticeable at the Foundation Stage and in Years 1 and 2 where teachers have the technical skill to teach it well. The good progress they make as they move through the school results in many avid readers by Year 6, whose sheer delight in reading enhances their knowledge of literature.

**Overall, the quality of teaching is good: in over a third of lessons observed it was very good.**

6. At the last inspection teaching was variable, with only six per cent in the very good category. There was 18 per cent of teaching that was unsatisfactory owing to poor planning, a lack of clear objectives, work not well matched to pupils' needs or stage of learning and lessons that were too slow. This is not the case now and a considerable improvement has come about. Most of the teaching observed was good and in over a third of lessons it was very good. In three lessons the quality of teaching was excellent.
7. The teaching has many strengths and few weaknesses. Teachers prepare their lessons thoroughly by identifying precise learning objectives, grouping children carefully, varying the activities, some of which are challenging, and deciding how to ascertain what children learn. All teachers have established very good relationships with children and this makes the children work hard to please them. Teachers have positive attitudes to discipline and by managing pupils well enable them to get on with their tasks; most complete their work by the end of the lesson. Most lessons proceed at a good pace and teachers have structured them to keep pupils interested. These features contribute effectively to the high standards and good progress. The main weakness relates to the teaching of ICT, for which teachers lack training.
8. One teacher's good subject knowledge and extensive preparation was used very effectively in a mathematics lesson with Year 2 children. It began with a very brisk oral session. The combination of good subject knowledge and the children's keenness to participate resulted in their building up their number knowledge and extending their mathematical vocabulary. The teacher moved the activity on quickly as she asked such questions as, "Which even bonds make ten?" or "What does three-dimensional mean?" The learning objectives for the lesson had been explained carefully to the children and the main part began with very good direct teaching that involved all the children. Particularly good features were the teacher's insistence on the use of correct vocabulary and the use of mistakes to extend learning. For example, when children were asked about an item costing 19 pence and the fewest coins needed resulted in an answer of 20 pence, the teacher used the opportunity to consolidate their understanding of such terms as 'equivalent' and 'change'. The resources were very well organised, allowing children easy access, and tasks were tackled well. The children worked productively, at a good pace and more than half the class reached the extension tasks, showing a good level of independence. The

teacher's very good subject knowledge and presentation enabled all children to acquire new knowledge and skills and the teacher used the homework very successfully in a plenary session to introduce larger amounts of money and the use of more valuable coins. In this class children were encouraged to learn and think for themselves.

9. Although very early into the term, teachers had already established very good relationships with their new classes. This made children feel secure and comfortable in the company of their teachers and resulted in pupils who had very good attitudes to learning and displayed an eagerness to be involved in lessons. In an English lesson, the work was very competently planned to link with the history of Britain since 1930. Learning objectives were shared with the pupils and carefully explained. In learning to develop a journalistic style through interview techniques and balanced reporting the pupils understood that in this lesson they were to collect information by asking questions that would give full and informative answers. They already knew what is involved in a journalistic style and were encouraged to reflect on this knowledge and use it in responses. The teacher's very good knowledge was evident in the way that the subject was presented and discussed. The effective use of a newspaper article about an Olympic swimmer, used as an introduction to the main task, challenged pupils, held their interest and stimulated discussion. It met the needs of all pupils very well, even stimulating comment about the lack of punctuation in the writing. The class moved on quickly to the central part of the lesson. Having successfully completed a plan to collect information through questioning based on the newspaper account, they now applied that same plan to finding out about evacuees based on their reading of '*Goodnight Mr Tom*'. There is very good management of pupils, who understand that time must be used well as there is much work to complete before the end of the lesson. As they worked, the teacher made thorough assessments, and pupils were helped to overcome difficulties. Very good efforts had been made and the easy relationships made them confident in sharing their efforts with others at the end of the lesson.
10. At the Foundation Stage, children were very new to school and had just started to spend a full day in class. Teachers have had no training yet for the new curriculum that they have to teach, beginning this term, and plans to update the Early Years Policy to come into line with these requirements have not yet been put into action. However, the teachers working with reception children have familiarised themselves with the requirements and show a good knowledge of the areas of learning.
11. In one class there was competent planning of a range of activities for the area of learning known as knowledge and understanding of the world. The emphasis was on science and technology. Children were investigating objects using the senses, building and constructing a strong wall, experiencing the use of a specialist keyboard with the computer and extending the use of mouse skills to move objects around the screen. Teachers had identified appropriate objectives for learning based on the new early learning goals. Very good relationships had already been established between the teacher and the children who were secure and settled in their new class. The teacher's clear directions and explanations helped them to understand what was expected of them. They were confident enough to handle unfamiliar objects such as bricks and hay, describing how they felt and what they could see. Teachers worked well with other adults in the class and deployed them effectively to support and talk to children about what they were doing. This produced a good response but sometimes children found the activity very challenging and needed the reassurance of knowing that it was all right to get it wrong. For example, a group of children were selecting objects that were hard or soft and one of them chose wood as a soft object. The adult realised that the child needed reassurance and set about extending their knowledge and

understanding by using a real egg to simulate Humpty Dumpty falling onto the wood. Everyone observed the cracked shell and immediately corrected their effort by moving the wood into the group of hard objects. The sorting skill was linked well to numeracy and the adult made good use of mathematical language. The very good relationships that exist enabled the supporting adult to combine her subject knowledge with that of the children's needs and achieve a satisfying result. Resources were used well to challenge children and the adult intervention was an essential part of enabling better progress.

12. Teachers are experiencing some problems in providing opportunities for children's physical development. The provision is good in classes but there is a lack of outdoor facilities such as those required for the Foundation Stage by the new curriculum. Staff are aware that the outdoor area needs to be used as a regular resource and not just for recreational purposes and plans have been drawn up to improve this provision.
13. Although most subjects are taught well there is one that, although taught satisfactorily, is presenting problems for teachers. The new information technology suite is just coming into use at present. When it is used it causes excitement to pupils who are unfamiliar with it and is problematic to teachers because it is too small for a whole class. Those teachers who have a good knowledge of ICT are keen to teach it well. They plan appropriate activities to extend pupils' knowledge, skills and understanding but they are hampered by the lack of space and the fact that there are too few computers if the whole class is expected to work there at the same time. The excitement shown by pupils is hampering their progress, as they are so keen to get started that they fail to listen attentively to teachers, fidget and fiddle with the keyboards and fail to complete their tasks. The pupils' behaviour, although unsatisfactory in the ICT suite, was good both before and when returning to their own class.
14. Some teachers show tremendous enthusiasm for the subjects that they teach and this so infects the pupils that they make very good intellectual efforts. In one lesson, pupils were learning how to sketch people in action. The teacher's excellent subject knowledge was used effectively to enable pupils to acquire new knowledge and skills and extend their understanding. Practical work on body gesture and movement led succinctly to posing and sketching. This was supported by some excellent interaction between the teacher and the children and between one pupil and another. Every opportunity was seized to improve their knowledge, skills and understanding. For example they used pre-cut body parts, they matched these to cut out action models, they discussed body joints and other aspects of human skeletal structure. The teacher's enthusiasm generated great interest and tremendous response to such suggestions as how perfect action images can be achieved through the use of camera, video and computer technology. This enabled pupils to describe their experiences in the use of these technologies.

**The ethos fosters good behaviour and pupils have very good attitudes to their work**

15. The aims of the school lay the foundation for an ethos that provides a happy, stimulating and safe place for children to learn. The whole school team, which includes governors, is dedicated to the task of promoting attitudes and values that enable the school community to work and play in harmony.
16. When children enter the Foundation Stage they have short concentration spans and sometimes respond to minor confrontations in a physical way. They lack independence and often expect to have things done for them instead of making an effort themselves. The reception staff work hard to establish positive attitudes to learning, establish good work routines and encourage children to share with and care for one another. By the time they leave school at age 11 they are mature, responsible, independent learners who have the skills to engage in personal study. Parents are happy with the behaviour and attitudes of their children: 95 per cent expressed their satisfaction.
17. The very good relationships established between teachers and children is a key factor in pupils' attitudes to school and their work. There is respect for one another and children appreciate the efforts made by teachers to make the lessons interesting by responding with good intellectual effort. This made for a very productive working atmosphere.
18. The school is an orderly community. Children take care of equipment, keep classes tidy and show respect for the environment. At lunchtimes and playtimes they were observed co-operating well and minor accidents were really the result of too little space for the games they play. All adults who work in the school are good role models and demonstrate the courtesy to pupils that they expect them to show to others.

**The headteacher is an effective and strong leader who is very well supported by the staff and governing body.**

19. The headteacher has a clear view of what the school is about. She has a desire to see it as one of the most successful schools but not for academic results alone: both she and the governing body intend to see pupils leaving the school who will be good citizens of the future. There is an emphasis on the need for children to be capable of relating well to others, whatever their background, showing tolerance and understanding, whatever their values and beliefs, and showing concern for those less fortunate than themselves. She feels that with these qualities they will be able to contribute fully to their own community and hopefully beyond it.
20. She has a positive view of the governors as friendly critics who are active, questioning and supportive. There is recognition of the importance of consultation with parents who are sought as effective partners with the staff and governors in the education of their children. The monitoring of subjects is revealing how effectively subjects are taught and when weakness has been identified targets for improvement have been set. There have been considerable improvements in the quality of teaching. Work is ongoing to maintain the high standards both at Year 2 and at Year 6.
21. She is now delegating effectively and although helping colleagues lets them get on with the tasks for which they are responsible. A good example of effective delegation is the

management strategy of having departmental heads who take responsibility for co-ordinating the work of several classes, together with all the responsibility for planning, assessment and good teamwork. The task of the special educational needs co-ordinator is no longer the task of one teacher but the shared responsibility of three people who monitor the work in their respective departments. Additional management and specialist training has made this possible, together with a very good system of consultation and communication. In a school of this size this effective innovation is working well. All staff with management responsibility work well together as a team. They know what is expected of them and their responsibilities are reviewed annually. The management team meets regularly and deals with long-term strategy. The headteacher provides some time for them to carry out their responsibilities and expects good quality results in return. The departmental heads and subject co-ordinators use considerable initiative to bring new ideas to their work and these are shared with staff. This is leading to improvements in classroom practice.

22. Governors contribute substantially to the effectiveness of the school. They have good levels of expertise and are well organised in their approach. They are open to new ideas and are willing to adapt quickly. They are always looking for opportunities to bid for additional funds and seek ways of using new initiatives to cut costs without losing quality. They monitor the budget well and try to react realistically when financial concerns arise. The budget underspend from the last two years has been used appropriately to maintain the level of staffing. The governors have trust in the headteacher and expect accountability. They work hard to do their best for parents and try to respond quickly to suggestions and concerns. Most are able to make regular visits to the school and some are very industrious in supporting the school in a wide range of activities. Reports on what individual governors do in school are discussed at full meetings which keeps everyone informed about the life of the school.

**Parents support the school very well and are satisfied with the education it provides.**

23. The school's links with parents are very good. Parents are very interested in the school and support their children very effectively. They successfully help in and around the school as well as raising very substantial sums of money to support the school with learning resources and other projects. There is a thriving Parent and Teacher Association that raises between £14,000 and £18,000 each year. Other parents considered that this group was highly effective and appreciated the efforts made by a dedicated and determined group of people to support the school. They understand that there is a need to set priorities for educational developments and every parent receives information about the work undertaken by this group and how the funds are being used.
24. Parents are very willing to support their children with work at home and during lessons it was evident that a range of homework is given depending on the age of the children. Although a small group of parents expressed concerns about sufficient homework being given, this was not the general feeling of those who attended the parents' meeting prior to the inspection. At this meeting parents had a good knowledge of the homework policy and most expressed satisfaction with the range and amount of work given. One parent expressed her appreciation that homework had been organised during her child's long illness and that she had been well supported during that time.
25. Parents said that they feel very welcome in the school and are particularly pleased with the range of information they receive about their children's progress. This happened from the moment that children first entered school, when they received details of the

assessments made by teachers. Care was taken to explain what strengths already existed and where weaknesses needed more attention. The annual reports to parents were considered excellent, as they were very comprehensive and parents could recognise their children. There was appreciation that the headteacher and teachers were approachable and made themselves available to discuss concerns and deal with them effectively. The appointment of departmental heads was providing another avenue of communication and was considered effective.

## **WHAT COULD BE IMPROVED**

**Better use needs to be made of the new technology so that pupils have better access to a greater range of facilities for research and personal study.**

26. Three years ago when the present co-ordinator for ICT joined the staff of the school there were only eight Apple computers and one personal computer. Using only some skills and drills programs to support literacy and numeracy resulted in teaching that was patchy. This was inadequate and the school set about improving the provision, with the use of the school budget and funds raised by parents. There is now a personal computer in every class. Funding from the National Grid for Learning contributed to the provision of an ICT suite for class use but it is not yet linked to the Internet. The local education authority has informed the school that it needs planning permission to erect a pole for the Internet line and this is causing delays. This suite is not large enough to accommodate a full class and the school has yet to think of ways of overcoming this problem. The school has a robotic toy that is used in Years 1 - 4 and control boxes are used but are really only suitable for use with the apple computers.
27. Although standards in ICT are sound, the lack of training for teachers, a scheme of work that provides guidance, better organisation of the ICT suite and the need for additional resources are hampering the progress that children can make.
28. Children expressed their frustration at being unable to use the Internet to retrieve information quickly when they are able to do so at home. In an English lesson where older pupils were writing their own version of the myth about *Theseus and the Minotaur*, one pupil had been able to retrieve information from the Internet but the rest of the class had to rely on books and a video. These were good sources of information but not the full range they wished. In some classes computers were provided but not always in use and pupils were not always able to use the CD ROM facility. The school uses CD ROMs to support such subjects as science, history, geography and religious education. There is a digital scanner and camera which are used to import images and text. In the older classes there were no laptop computers available for group use and some work would have progressed faster with them.
29. Training for staff is now an urgent requirement. The scheme of work that is planned must have the guidance that will enable teachers to feel secure and confident about teaching this subject if the pupils are to attain standards at the same high level as other subjects.

**The provision for the physical development area of learning needs improving in line with that already planned so that the school can meet the needs of the new curriculum.**

30. The appearance of the outdoor area is of a securely fenced outdoor space with some grassed area and games painted on the hard surface. An empty wooden boat into which children can climb is attached to the hard surface. Picnic tables and a shed storing wheeled toys and small apparatus are nearby. During the inspection no outdoor activity was seen other than recreational play, when all three classes went outdoors with some staff for supervision. Children moved with growing confidence as they walked, ran or jumped. They had some awareness of space and others around them but little imagination was used in their movements. Teachers lack a range of suitable equipment outdoors to provide sufficient opportunities for children to learn to control and co-ordinate their bodies when moving around, balancing and climbing. They need more awareness of space for themselves and others and some understanding of the changes that will happen to their bodies when they are active and what it means to keep their bodies healthy. However, there is some provision for such development indoors using the main school hall, which includes large gymnastic equipment which is unsuitable for children of this age. Regular and frequent opportunities outdoors are essential if children are to attain all the early learning goals for this area of learning by the end of the reception year. Staff know that effective physical development helps children develop a positive sense of well being and have already drawn up plans outlining their needs.
31. Staff training has not taken place yet but there are plans for one teacher to attend very soon and disseminate the information to others.

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

32. The school should:

##### **Make better use of the new technology so that pupils have better access to a greater range of facilities for research and personal study by**

- Providing training for staff that enables them to extend their knowledge and be confident teachers of ICT
- Providing a scheme of work, as planned, that gives staff the guidance they need in helping children acquire technical skills in a systematic way
- Improving the organisation and use of the ICT suite to allow greater use and sufficient space to improve the management of those children using it
- Ensuring there are sufficient computers for whole-class teaching and that there are opportunities for pupils to practise the skills they have learned.

##### **Improve the provision for the physical development area of learning outdoors in line with that already planned so that the school can meet the needs of the new curriculum, by**

- providing training for staff, as planned
- extending the range of equipment to make provision for all the early learning goals in the physical development area of learning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	25	50	14	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– Y[6]
Number of pupils on the school's roll (FTE for part-time pupils)	0	599
Number of full-time pupils eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	25

### Attendance

Authorised absence	%
School data	3.7
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	42	39	81

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	39	38
	Girls	38	38	39
	Total	77	77	77
Percentage of pupils at NC level 2 or above	School	95	95	95
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	39	37
	Girls	38	38	37
	Total	75	77	74
Percentage of pupils at NC level 2 or above	School	93	95	91
	National	82	86	87

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	42	38	80

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	38	38
	Girls	32	31	35
	Total	69	69	73
Percentage of pupils at NC level 4 or above	School	86	86	91
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	37	37
	Girls	34	32	35
	Total	72	69	72
Percentage of pupils at NC level 4 or above	School	90	86	90
	National	68	69	75

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	2
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	504
Any other minority ethnic group	10

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	22.4
Number of pupils per qualified teacher	26.7
Average class size	28.5

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

Total number of education support staff	11
Total aggregate hours worked per week	253

*FTE means full-time equivalent.*

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

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

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

### ***Financial information***

Financial year	1999
	£
Total income	954,169
Total expenditure	937,354
Expenditure per pupil	1,568
Balance brought forward from previous year	26154
Balance carried forward to next year	42969

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

### **Questionnaire return rate**

Number of questionnaires sent out	590
Number of questionnaires returned	89

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	6	1	1
My child is making good progress in school.	61	31	5	0	3
Behaviour in the school is good.	50	45	1	0	3
My child gets the right amount of work to do at home.	28	55	16	1	0
The teaching is good.	52	42	2	0	3
I am kept well informed about how my child is getting on.	41	47	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	61	26	9	3	0
The school expects my child to work hard and achieve his or her best.	66	31	1	0	2
The school works closely with parents.	39	47	10	3	1
The school is well led and managed.	51	39	2	5	3
The school is helping my child become mature and responsible.	57	38	3	0	2
The school provides an interesting range of activities outside lessons.	42	43	8	0	7