

# INSPECTION REPORT

## **WINTERTON FIRST SCHOOL & NURSERY**

Great Yarmouth

LEA area: Norfolk

Unique reference number: 121200

Headteacher: Patricia Kay

Reporting inspector: J. Heap  
18824

Dates of inspection: 11<sup>TH</sup> – 12<sup>TH</sup> October 2000

Inspection number: 224723

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First & Nursery
School category:	Foundation
Age range of pupils:	3 - 8
Gender of pupils:	Mixed
School address:	Black Street Winterton-on-Sea Great Yarmouth Norfolk
Postcode:	NR29 4AP
Telephone number:	01493 393218
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Appropriate authority:	The Governing Body
Name of chair of governors:	Sheena Birkett
Date of previous inspection:	15/07/1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves pupils aged three to eight years from a social background that shows few signs of social deprivation. Most pupils live in the coastal village of Winterton-on-Sea, which is five miles from the town of Great Yarmouth. The village is well-established and has a mixture of local authority and private dwellings. There are 72 pupils on roll: 39 boys and 33 girls. Although the school does not have a designated nursery, three children attend the nursery class on a part-time basis and this will increase to eight in January and 16 in April. There are nine pupils (12.5 per cent) entitled to a free school meal, this is below the national average. All of the pupils are white and there are none who speak English as a second language. Ten pupils (13.9 per cent) are on the register of special educational needs: a broadly average figure. Four pupils (5.6 per cent) have statements of special educational needs and this is below average. There is a small range of special needs; half of the pupils on the higher stages of the register have severe learning difficulties, a third have moderate learning difficulties and one pupil has speech/communication problems. The levels of attainment of pupils entering the reception class are broadly average. There are three classes in the main school and they all cater for pupils of more than one age group. The most significant difference from the last inspection is that the school was directly funded by central government at that time, and it is now in the control of the local education authority.

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

This is a good school. Standards of attainment are above average. Teaching is good. Pupils learn and achieve well. They have very good attitudes to their work and the school. Behaviour, personal development and the relationships forged by pupils are good. Overall, leadership and management are good and the headteacher provides strong and effective guidance. The school provides good value for money.

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

- Pupils aged seven reach above average standards in reading and writing and well above average in mathematics.
- Overall, the quality of teaching is good.
- Pupils' attitudes to the school are very good; behaviour, personal development and relationships are good.
- The provision for spiritual, moral, social and cultural development is good.
- Parents' views of the school are very positive.
- The leadership and management of the headteacher are good.

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

- The quality and range of the curriculum, to include greater emphasis on information and communication technology, a policy for personal, social and health education and writing.
- Teachers' planning does not have sufficiently clear objectives. Consequently, teachers have an unclear focus for assessment.

*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. Overall, the school has made good improvement, particularly in the areas identified as key issues in the previous report and in the results of national tests. Curricular planning has improved satisfactorily:

- the long-term planning is now designed on a coherent, two-year rolling programme which ensures that pupils of the same age in different classes receive the same learning experiences;
- teachers' daily plans have improved, but more progress is needed in the setting of lesson objectives and their use in accurately judging pupils' attainment.

There has been good improvement in the management of the school:

- development planning identifies and caters for current priorities;
- monitoring is significantly better, most particularly the analysis of national test results, the tracking of pupils' achievements through the school and the monitoring of teaching.

The provision for design and technology has been improved satisfactorily, but further progress is needed in developing clearer learning objectives for lessons.

Other improvements include:

- the accommodation for children in the foundation stage;
- the quality of provision for the foundation stage;
- the development of procedures to judge pupils' achievements.

The school has made good improvements in the areas identified as weaknesses at the last inspection, and maintained the areas of strength. Furthermore, the school improvement plan identifies the issues raised in this inspection as priorities for the school; this is particularly the case with developing writing and knowledge, skills and understanding in information and communication technology.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
Reading	A	E	B	B	well above average A above average B average C below average D well below average E
Writing	C	C	B	B	
Mathematics	C	C	A	A	

The majority of five-year olds reach average standards for their age in language, literacy and numeracy. By the age of seven, standards are above average in reading and writing and well above average in mathematics when compared to all schools and in comparison to similar schools. In science, teacher assessments give results that are well above average compared to all schools and in comparison to similar schools. Over the last four years, pupils' performance has been above the national average in reading, writing and mathematics.

By the age of eight, the standards of work seen are above the expected levels for pupils their age in English and mathematics. Standards in information and communication technology are in line with the expected levels and in religious education meet the expectations of the locally agreed syllabus.

Overall, standards are sufficiently high. Challenging targets are set in reading, writing, spelling and mathematics. The school tracks well the results of individual pupils and keeps a record of the match between target and actual performance. In the 1999/2000 cohort the majority of pupils achieved their targets, or exceeded them. More pupils reached the higher Level 3 in the tests than were predicted to do so. It is only in spelling that the predictions were wrong and the school had previously identified the standards in spelling as a priority for development.

Pupils are achieving well across the school in reading and writing and very well in mathematics. Pupils with special educational needs are making good progress in relation to their prior attainment and towards the targets set in their individual education plans. They benefit from the good support they receive.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are keen, eager and enthusiastic.
Behaviour, in and out of classrooms	Good. The vast majority of pupils are well-behaved. There have been no exclusions in recent years.
Personal development and relationships	Good. Pupils are developing initiative and take on responsibility well.
Attendance	The rate of attendance was a little below the national average, but improved from the previous year and significantly better than at the time of the last inspection. Unauthorised absence is above the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>Aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>Aged 8 years</b>
Lessons seen overall	Satisfactory	Good	Good

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

Overall, teaching is good. This is a better picture than at the time of the last inspection and most of the shortcomings from the last report have been improved upon.

One hundred per cent of lessons were satisfactory, or better and eleven per cent were very good or better.

The teaching of English and mathematics is satisfactory. The main strengths in the good lessons are:

- coherent planning that is faithful to the Literacy Strategy;
- plenty of opportunities for independent working, particularly in writing;
- good pace.

In the very good lesson, the organisation was very good and the planning had very clear objectives for pupils' learning. The parent helper is well briefed and provides very good support. The needs of pupils with special educational needs are catered for well.

In the satisfactory lessons, the setting of learning objectives is unclear, this meant that opportunities to judge pupils' achievements lack focus.

Pupils learn well in most subjects and in most classes. They learn their basic skills early and in subjects such as reading and mathematics, the majority work extremely hard to master a range of skills. In writing, some of the skills are inconsistently used in;

- handwriting;
- extended writing, because there are insufficient opportunities.



This means that the proportion of pupils who go on to achieve higher standards is smaller than it ought to be. However, in Year 3, the rate of learning increases and the quality of the written work is substantially better because there is less reliance on prepared worksheets to guide pupils' work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall satisfactory. This judgement represents a sound improvement since the last inspection. However, there is a need to develop greater opportunities for writing, information and communication technology and personal, social and health education across all subjects. The school meets its statutory obligations.
Provision for pupils with special educational needs	Throughout the school, the work designed for pupils with special educational needs and the support they receive is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for moral and social development is particularly successful. Statutory requirements for a daily act of collective worship are met.
How well the school cares for its pupils	Satisfactory. Appropriate attention is paid to health and safety matters. Procedures for assessing academic and personal development lack focus because lesson objectives are not sufficiently clear. Procedures for monitoring and promoting good behaviour are effective. Child protection procedures follow the local education authority guidelines and are satisfactory.
Relationships with parents	Parents' views of the school are very positive. The school communicates well with parents and this promotes good links and partnership. Parents' involvement in their children's learning is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and effective leadership and management. A strong ethos has been developed that promotes improvement. She is well supported by her staff.
How well the governors fulfil their responsibilities	The governing body make a very positive contribution to leadership and management. Particularly strong elements are the monitoring of provision and financial management.
The school's evaluation of its performance	The management has a clear view of its performance and plans effectively for improvement. All teachers are involved in monitoring and evaluating classroom practice.
The strategic use of resources	Financial management is good and there are effective practices to gauge the quality of decision-making and the use of resources.

The accommodation has been improved to support learning in the foundation stage. This has been successfully achieved and the internal and external facilities are good. The match of teachers and support staff to the demands of the curriculum is satisfactory. There is a good range of learning resources.

## 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 information about their child</li><li>• They feel comfortable approaching the school</li><li>• The expectations on the children to work hard</li><li>• The way the school is helping their child to become more mature</li><li>• The closeness of the school/parent partnership</li><li>• The quality of the leadership and management</li></ul>	

The inspectors agree with parents' positive comments.

## **PART B: COMMENTARY**

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

#### **Pupils aged seven reach above average standards in reading and writing and well above average in mathematics.**

1. Attainment on entry to the school is broadly average. Children in the nursery class have appropriate book handling skills, for example, they know where the front of the book is and to follow the text from left-to-right. They have adequate speaking and listening skills. Their mathematical development is satisfactory and one child can count to 13 and fit together six-sided figures. They are beginning to count money accurately and carefully count cups at drink time. They are developing good observational skills, for example, when describing the changes a white flower goes through when standing in blue-dyed water.
2. In reading and writing, the results of the National Curriculum tests for pupils aged seven in 1999 were above both the national average and the average for similar schools. In mathematics, the results were well above both the national average and the average for similar schools. Compared to all schools, the proportion of pupils reaching the higher than average Level 3 was well above the national average in mathematics, above the national average in reading and close to the national average in writing. Compared to similar schools, the proportion of pupils achieving the higher than average Level 3 was well above average in mathematics, above average in reading and below average in writing. Over the last four years, results have been inconsistent:
  - in reading results dropped substantially in 1998 and rose again in 1999;
  - in writing, results dropped in 1997, recovered a little in 1998 and rose more sharply in 1999;
  - in mathematics, results dropped in 1997 and 1998 and made a sharp rise in 1999.
3. The recent improvements are due to developments in teaching, brought about by the successful implementation of Literacy and Numeracy projects, better planning of the curriculum and more rigorous monitoring of teaching and standards. There was also a higher than usual number of pupils with special educational needs in the 1998 group of pupils. Furthermore, the trend in the results of national tests over the four years from 1996 to 1998 has been above the national average in reading, writing and mathematics. Results in reading and mathematics are better than they were in 1996. Girls outperform boys in reading and mathematics. However, inspection evidence did not provide reasons for the difference in performance and there were no indications in lessons that this is because of more attention or resources being provided for girls.
4. The good standards are maintained in Year 3 and by the time the pupils leave the school, the majority are accurate and fluent readers. Higher attainers use punctuation well and this aids their expression. They confidently discuss the plot of their reading book in sufficient detail. The majority of pupils have neat, legible handwriting and they are accurate with their spelling and punctuation. Lower attainers make good progress in their writing, particularly in spelling and punctuation.

5. Their handwriting remains printed, but consistency of size and neatness develops appropriately throughout the year. In mathematics, pupils have significant strengths in number work, shapes and measures, co-ordinates and money. Higher and average attainers have adequate strategies to work out calculations and they are capable of developing ideas that become progressively more difficult. For example, when using their knowledge of the value of numbers they progress from:

$$3 + 9 = 12; \quad \text{to} \quad 30 + 90 = 120.$$

Pupils with special educational needs make good progress. They benefit from good support and activities that are matched to their levels of attainment and rate of learning.

**Overall, the quality of teaching is good.**

6. There have been no changes in the teaching staff since the last inspection, when almost a fifth of lessons were unsatisfactory. The quality of the teaching has improved and pupils are learning well, achieving more and gaining much better results in national tests, most particularly the higher attainers in reading and mathematics. This is evident from the small sample of lessons seen and from the scrutiny of pupils' work. There are good reasons for these developments: the quality of planning has improved satisfactorily and the evidence in teachers' files is that there are no lessons that are inappropriately planned as was reported at the last inspection; the management of the lessons has improved well and there is no evidence of pupils making a negative response in lessons; the literacy and numeracy strategies have been implemented effectively and this has led to improvements in reading and mental calculations; the monitoring and evaluation of lessons is now a common occurrence, with feedback discussions and targets for development.
7. The headteacher leads by example and she taught a very good lesson. The strengths of the lesson included: a clear and helpful explanation of the task based on the clear learning objectives, which meant that the pupils could work independently, safe in the knowledge that they knew what they were doing; resources were plentiful, including a large collection of autumn leaves and conkers; pupils were enthused by this and wanted to make the very best collage they could to make good use of these natural resources; very good management of the lesson that fostered successfully the collaborative working and sensitive criticism of their classmates' autumn collages.
8. The good lessons begin with an effective recount and assessment of the work done in the previous lesson. The lesson objectives are clear, the opportunities for assessment are identified and records are kept. For example, in a Year 1/2 history lesson about the comparisons with harvest-time long ago, pupils particularly appreciated the talk given by a visitor and they retained their concentration for long periods. Artefacts such as old postcards were used well to bring the subject to life and illustrate important knowledge.

8. The main strength in satisfactory lessons is the good management of pupils, resources and support staff. This is particularly seen at the end of lessons when the pupils are lively and they all want to tell the teacher what they have learned and know. In a reception/ Year 1 design and technology lesson the positive features were:
- a very broad range of resources that were highly supportive and illustrative for the pupils which meant that pupils were able to use and further develop their exploration and investigative skills;
  - the opportunities for pupils to work in pairs or groups satisfactorily leading to good developments in their skills of collaboration and co-operation;
  - the sensitive help for lower attainers, which meant that they were able to keep up and complete the task in the time available the good use of the support assistant, who was well briefed and aware of the task.

**Pupils' attitudes to the school are very good; behaviour, personal development and relationships are good.**

9. The vast majority of parents who returned questionnaires and attended the meeting with the inspectors reported that their children like coming to school. A similar proportion are pleased with the way that the school is helping their children become more mature and responsible. The overwhelming picture presented by the parents is of a school that nurtures the pupils through a supportive family ethos. This evidence and that gained during the inspection confirms that good standards have been maintained since the last inspection.
10. Attitudes to school and to learning are very good. In the nursery class, the small number of children are keen and enthusiastic when talking about fitting together shapes, and when counting. Reception children collaborate and contribute well when making orange biscuits. The pupils in Year 1 were particularly co-operative and willing to talk about their work in a language session based on the text "Peace at last". These pupils also concentrate for long periods. Year 2 pupils are maturing well and concentrate for long periods, answer questions thoughtfully and respond quickly to instructions. This was particularly noticeable in the history lesson about harvest. They showed sensitivity in a design and technology session when describing and criticising the quality and design of their own and their classmates' autumn collages. Pupils in a Year 3 mathematics lesson were particularly interested in the practical activities relating to money. These pupils are lively and thoughtful learners, particularly so in the end-of-lesson challenges. They clearly respond well to a competitive edge to proceedings.
11. Behaviour is good throughout the school, both in and out of lessons. The standard is clear from the earliest age, when children are well behaved, polite, courteous and use 'please', 'thank-you', and "pardon" appropriately.

12. Pupils' personal development and the relationships they build are good. This is true from the youngest children and through the school. For example, reception children respond well to the high expectations that teachers have of them with regard to working safely and sensibly as they cut vegetables they are using for printing. They also react with delight and wonder when a watermelon is cut in half. Pupils in Years 1 and 2 show plenty of initiative when they are engaged in their independent writing about the elephant "Elmer". This was shown in the way they the pupils were able to write vividly as though they were the elephant, for instance a Year 2 pupil wrote:

"I have a tail. It is a colourful tail. It is orange and red, yellow, blue, white, purple and green."

**The provision for spiritual, moral, social and cultural development is good.**

13. The school has maintained the standards identified at the last inspection. Parents signified in the questionnaires and at the meeting with inspectors that they are strongly in favour of the aims and values that the school promotes. The effectiveness of the provision contributes well to the 'family ethos' described by the parents.
14. Spiritual development is promoted effectively through the very effective daily acts of collective worship. These events are very productive and purposeful, for example in a whole-school assembly the notion of 'giving' was fully explored. The pupils were led to the view that to give love will mean that you receive more. Many pupils participated well, particularly in the well thought-out activity that formed the core of this assembly. The school's values were prominently to the fore, as they were in the prayer about people who have less wealth than the pupils have.
15. The school has clearly created a successful moral framework that ensures all pupils feel valued, respected and nurtured, as they would in a stable family. Discussions with pupils highlight their clear views on the difference between right and wrong. All teachers have a good knowledge of their pupils and they do much to ensure that this extends to the parents and the wider village community. Pupils earn merits for good work and behaviour and this system illustrates the school's deliberate emphasis on valuing pupils and their achievements. Pupils have good speaking and listening skills and these are used profitably in discussions about class and playground rules.
16. The school successfully encourages pupils to work together and develop a community spirit and sensitivity towards their classmates and adults. Year 3 pupils are carefully selected and supported when they carry out responsibilities, such as helping in the library and setting up for assembly. They are explicitly expected to set a good example for younger pupils. Increasingly, pupils are invited to show greater initiative and independence when working. For example, in Year 2, pupils are expected to use dictionaries to help their spelling. Children in the nursery class are encouraged to look closely at growing carrot tops and describe what they see. Year 1 pupils demonstrate sensitivity and growing maturity when they are invited to evaluate critically the artistic work of others. The school runs a good range of visits that help to develop pupils' understanding of the variety of different societies, such as a trip to Norwich and to wildlife parks. Raising funds for charity encourages pupils

to develop an understanding and caring attitude towards those less advantaged than themselves. They give support to the National Children's Home and UNICEF amongst others. Older pupils represent the school in sport and have proved successful in winning an athletics trophy. Parents at the meeting with inspectors felt that a significant improvement was the successful development of children's social skills and pride in their school.

17. Provision for cultural development is strong in relation to local studies. This is evident in the extensive use of visits to local farms, allotments, church and the Broads. These visits enhance the curriculum, especially in religious education, history and geography. Visitors to the school successfully extend the learning opportunities for pupils. They include musicians, theatre groups and puppeteers. The school provides pupils with broad knowledge and understanding of several faiths; for example, Hinduism and Islam. Pupils study major features of these religions, such as a Hindu wedding in Years 1 and 2. The approach taken by the school is to make appropriate comparisons with Christianity.

### **Parents' views of the school are very positive.**

18. The parents present at the meeting with inspectors and those who returned questionnaires provide a very positive picture of the school. They speak highly of it and find the headteacher and staff open, approachable and always willing to find time to talk with them.
19. A highly significant factor in the forming of parents' views is the good quality information that the school provides. This includes newsletters, notice-boards and more informal contact. Parents are generally happy with the progress reports they receive about their children. Inspectors agree the reports are good. Parent/teacher consultation evenings are well attended and parents are highly appreciative of the time that teachers devote to their children.
20. Parents' involvement in their children's education is very good. They are aware of the arrangements that relate to homework and many have signed the home/school agreement. There are plenty of parents who are willing to help in class and many accompany classes on visits. The friends of the school raise a substantial amount of money, which has paid for improvements to the school environment, for example:
  - hard-play area;
  - the wall at the front of the school;
  - railings;
  - televisions and videos.

Good parent/school/community relationships are fostered well through social events such as the fireworks evening and coffee mornings.

**The leadership and management of the headteacher are good. She has developed a strong ethos in the school which promotes improvement. She receives good support from staff and governors.**

21. The headteacher provides strong and effective leadership. This is particularly noticeable in the way that she has improved provision since the time of the last inspection. She has good, up-to-date knowledge of the developments in education and the inter-personal skills to get the best from staff and to make good relationships with parents. Her approach is much appreciated by all. She also provides a good example to the staff in her own teaching.
22. Underpinning the improvements in leadership and management are the good procedures for monitoring and evaluating the school's work. The headteacher and all the staff check on the quality of teaching and provide constructive feedback to the teacher being observed. School development planning is much improved and there is good monitoring and evaluation of the school's progress towards the targets it has set. A very detailed plan focuses on current priorities, which are drawn up after a thorough review and evaluation of previous strategic planning, including the school's successful implementation of the action plan following the previous inspection. The school's spending decisions are clearly linked to its educational priorities and there is appropriate outline planning for both up to 2004.
23. The headteacher benefits from the good support of staff and governors. There is a shared commitment to continue with improvements. The governing body is very knowledgeable about the school and its work.
24. Governors visit the school regularly and make a strong and telling contribution by:
  - hearing readers;
  - attending assemblies and observing lessons;
  - developing interest in the use of the computer across the curriculum;
  - acquiring a close knowledge and interest in development planning.
25. One governor has a particular interest in the nursery class and has spent a great deal of time there, observing and getting to know what is going on. The response of governors to their many visits is to make appropriate entries into the 'visits file'. There have been 18 reports since April 2000 and these entries give ample testimony to their interest and knowledge of the school. One governor has written;

"Over this term it has been interesting to see how information technology can be incorporated into all the aspects of the curriculum, using it to support numeracy and music"

Furthermore, the literacy governor writes:

Mrs ..... and I had a useful session looking at general progress being made as a result of introduction of the Literacy Hour".



26. Financial management is good. The most recent audit report (June 1999) highlights several strengths in the school's management of its finances. The dynamic chair of the finance committee keeps a tight check on income and expenditure and clearly understands the need to follow best value principles when making financial decisions.

## **WHAT COULD BE IMPROVED**

**The quality and range of the curriculum, to include greater emphasis on information technology; a policy for personal, social and health education and increased opportunities for writing.**

27. Overall, the curriculum is broad and balanced, given that all subjects are taught and for appropriate amounts of time. Clearly, there are elements of enhanced provision through visits and visitors. However, there are shortcomings in the following areas:
- personal, social and health education; there is not a policy in place that would formalise and organise the aspects of provision already taught, for example, the use of visiting speakers, such as the police (stranger danger);
  - information technology; the use of computers is inconsistent. In discussion, pupils explain that most of them use a computer around once a fortnight, but that a minority use them a lot, for drawing, mathematics and writing. In the lessons seen pupils in Year 1 could use the mouse well to complete activities about letter sounds and the names of letters. Pupils in Year 2 can load a program, highlight text, delete and print their work. Some can use the internet;
  - in pupils' writing, the majority of seven year olds are performing at the level expected of them, but there are only a few who progress to the higher level 3.

This is because:

- standards in handwriting are inconsistent; there are too few example of longer writing that provides the reader with appropriate detail to arouse their interest;
- Work scrutiny shows that the use of prepared worksheets is too great. Consequently, pupils are required to produce short answers and have fewer opportunities for developing their ideas. However, by the end of Year 3, standards improve because the pupils have the opportunity to write at length for a variety of audiences and on a number of topics. For example:
  - poems about summer, autumn;
  - detailed news writing;
  - book reviews;
  - fables;
  - letters.

**In satisfactory lessons, teachers' planning does not have sufficiently clear objectives for pupils' learning. Consequently, teachers have an unclear focus for assessment.**

28. This is an issue raised in the last report that has not been fully dealt with, and the shortcoming persists in a minority of lessons.
29. There is a difference in the quality of lesson planning between the lessons that were judged to be very good/good, and those that were satisfactory. In short, the better lessons have clear objectives for learning that often relate to a coherent set of lessons. In these lessons, the teacher can judge the rate of learning and progress accurately because the objectives for learning are clear and successful achievement of the objectives can be measured. Pupils are then in a position to move confidently onto the next lesson and stage of development in their knowledge, skills and understanding.
30. In the satisfactory lessons, the learning objectives are too general, for example in a numeracy lesson. working out combinations of coins in practical situations.
31. What pupils of differing levels of prior attainment are expected to learn is not clear. This is further compounded by the fact that up to three different age groups are taught in the same class. There is an insufficient range of appropriately challenging work planned to meet the pupils' different stages of learning. In the reception/ Year 1 design and technology lesson, the planning was comprehensive in many ways but the learning objectives were not clear and this led to two outcomes:
  - insufficient opportunities for judging pupils' knowledge, skills and understanding and evaluating the lesson content;
  - the pace of the lesson was not as brisk as it ought to be.

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

32. To continue the school's development, the governors, headteacher and staff should:

Develop the curriculum further by:

- providing all pupils with more opportunities to use computers and to apply their information and communication technology skills, knowledge and understanding effectively in other subjects;
- agree and implement a clear written policy for personal, social and health education;
- providing more opportunities for pupils to use their writing skills more effectively in extended pieces of writing, particularly in subjects such as history, geography, religious education and science;
- require all teachers to state clearly the objectives for every lesson and from these, identify learning outcomes against which pupils' learning and achievement will be assessed.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

9

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
0	11	44	44	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 – Y3
Number of pupils on the school's roll (FTE for part-time pupils)		69
Number of full-time pupils eligible for free school meals		9

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y3
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		10

#### 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	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.0
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	1999	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	12	12	12
	Total	23	25	24
Percentage of pupils at NC level 2 or above	School	85	93	89
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	14
	Girls	12	12	12
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	93	89	96
	National	82	86	87

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	53
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

## **Teachers and classes**

### **Qualified teachers and classes: YR – Y3**

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	21.2
Average class size	24

### **Education support staff: YR -Y3**

Total number of education support staff	4
Total aggregate hours worked per week	55

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

## **Financial information**

Financial year	1999/2000
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	£
Total income	184881
Total expenditure	189991
Expenditure per pupil	2184
Balance brought forward from previous year	14006
Balance carried forward to next year	8896

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

66

Number of questionnaires returned

11

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	62	37	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	66	29	0	3	0
The school handles complaints from parents well	25	29	44	0	0
The school gives me a clear understanding of what is taught	33	59	7	0	0
The school keeps me well informed about my child(ren)'s progress	40	44	7	7	0
The school enables my child(ren) to achieve a good standard of work	51	40	7	0	0
The school encourages children to get involved in more than just their daily lessons	51	33	11	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	40	48	7	3	0
The school's values and attitudes have a positive effect on my child(ren)	59	40	0	0	0
The school achieves high standards of good behaviour	51	48	0	0	0
My child(ren) like(s) school	77	18	3	0	0

### Other issues raised by parents

A very small number of returned forms also carried comments. One of the comments was in total praise of the headteacher and the school. Another comment referred to the front gate not being secure; this was checked on several occasions during the inspection and always found to be secure.

The old format of the Parents Questionnaire was used on this inspection and the information gathered from them was used by the Rgl in the report".