

INSPECTION REPORT

Clayton Village Primary School

Clayton, Bradford

LEA area : Bradford

Unique Reference Number : 107199

Headteacher : Mrs A. Jeffery

Reporting inspector: Miss J. H. Sargent
OIN 21113

Dates of inspection: 27th – 29th November 2000

Inspection number: 224812

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	John Street Clayton Bradford West Yorkshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr N. McNally
Date of previous inspection:	17 th September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clayton Village Primary School is an average sized primary school. It is situated on the outskirts of Bradford and serves an area of mixed private and local authority housing. There are 243 pupils in nine classes. At the time of the previous inspection the school was known as Larchmont First School. The school is subject to local reorganisation procedures and has been renamed Clayton Village Primary School. The school has increased its staffing by 40 per cent through the relocation of teachers and has moved buildings twice since 1999. Two further moves are scheduled before 2002. September 2000 is the school's first term as a complete primary school with pupils aged from four to 11. The school is included in the local authority's building programme, but at present, Foundation Stage and Key Stage 1 pupils are taught in a building on a separate site from the main school building. The percentage of pupils who receive free school meals is above the national average. Pupils' attainments on starting school are below what might be expected. The percentage of pupils who speak English as an additional language is above the national average. There are above average percentages of pupils with special educational needs and with Statements of Special Educational Need.

HOW GOOD THE SCHOOL IS

The school is more effective for children at the Foundation Stage and for pupils at Key Stage 2 than it is for pupils at Key Stage 1. Standards for children at the Foundation Stage are sound and at Key Stage 2 are good in mathematics and sound in English and science. Standards for pupils at Key Stage 1 are good in mathematics, sound in science and unsatisfactory in English. The school's national test results in English and mathematics for pupils aged 7, show that too few pupils are attaining at the average level expected for pupils of this age. Inspection findings in mathematics show that standards have improved for lower attaining pupils and that higher attaining pupils continue to attain at very good levels. At Key Stage 1, standards in English and the teaching of English are significant weaknesses in the school's provision. In reading and writing, too few pupils attain at appropriate levels and teaching is unsatisfactory. Overall, teaching is good throughout the school and pupils make good progress. The school is benefiting from clear thinking leadership during a period of substantial change. The school gives satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- ◆ Standards in mathematics are good throughout the school.
- ◆ Teaching at Key Stage 2 is consistently good or very good.
- ◆ Pupils make good progress in English, mathematics and science at Key Stage 2.
- ◆ The school benefits from clear thinking leadership.
- ◆ Relationships, pupils' behaviour and their attitudes to school are good.

WHAT COULD BE IMPROVED

- ◆ Standards in English at Key Stage 1.
- ◆ The quality of teaching of English at Key Stage 1.
- ◆ The consistency of the quality and detail of teachers' planning.
- ◆ The sharing of existing good practice to improve identified issues in teaching and the 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 September 1996. An HMI visit in January 1998 judged that the improvement in implementing the action plan from the previous inspection was minimal and a new and more vigorous approach was required. Since the present headteacher took up her post in January 1998 key aspects of the school's work, such as standards in reading and writing and the quality of teaching and learning, have been targeted with some success. Improvements have been greater in Key Stage 2 than in Key Stage 1. In English at Key Stage 1 pupils do not always attain at the levels of which they are capable. The headteacher and co-ordinators have monitored planning in order to improve the match between pupils' abilities and their work. Effective links are made between assessment and planning at Key Stage 2, but links are less effective at Key Stage 1, particularly for English. Pupils' work is marked regularly and constructively. Target setting has been introduced throughout the school to help the drive to raise standards. Pupils' behaviour has improved and is now judged to be mostly good or very good. More recently, the progress of the school's action plan has been adversely affected by frequent changes of school site which are part of the local authority's reorganisation of schools. This has required numerous changes of focus and large-scale reorganisation of the school annually since 1999. Nevertheless, the commitment to improve the school is shared by the leadership and the staff and the capacity to succeed is good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	E	B	D	C
Writing	E	C	D	C
Mathematics	E	A	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The data shown relates to pupils aged 7, as the school did not have any pupils aged 11 in 2000. There was a significant number of pupils with special educational needs within the cohort tested in 2000. Following the local reorganisation of schools, Clayton Village Primary School's first National Curriculum test results for pupils aged 11 will be available in 2001. For pupils aged 7, standards in reading and writing are below national averages over time. In mathematics, standards appear consistently high over time and for 2000 place the school's attainments in the highest five per cent of similar schools nationally. The overall proportion of pupils attaining at level 2 is below the national average for writing and well below for reading and mathematics. In reading and writing, pupils attain at the upper levels of level 2 but too few attain at the higher level 3. In mathematics, the majority of those pupils who attain at level 2 or above attain at the higher level 3. Inspection findings show that attainment in mathematics has improved and lower attaining pupils are achieving at appropriate levels. Attainment in information and communication technology and religious education are satisfactory at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils respond well to the school's caring, positive ethos and are enthusiastic about school.
Behaviour, in and out of classrooms	Good. Pupils show respect to adults and to one another. They have good manners and are polite in and out of classes.
Personal development and relationships	Good. Pupils are caring and thoughtful to one another. There is mutual respect between all the members of the school's society.
Attendance	Broadly in line with national averages. Unauthorised absences are above the national average.

Pupils enjoy school. For the most part pupils' attitudes and behaviour are good or better. They take turns to speak and show respect for the opinions of others. They work co-operatively in groups and are helpful to one another.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 - 7 years	aged 7 - 11 years
Lesson seen overall	Good	Unsatisfactory	Good

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

All teaching seen at Key Stage 2 was good or better. It was good at the Foundation Stage and unsatisfactory at Key Stage 1. At the Foundation Stage, 66 per cent of the teaching seen was good and the remainder was satisfactory. At Key Stage 1, 25 per cent of the teaching seen was very good and 75 per cent was unsatisfactory. The agreed focus of this short inspection meant that most observations at Key Stage 1 were of English lessons. The teaching of mathematics at Key Stage 1 was very good but the teaching of English was unsatisfactory. The teaching of English and mathematics is effective for pupils at Key Stage 2 and they make good progress in the basic skills of literacy and numeracy. At Key Stage 1, the teaching of mathematics is effective and pupils make good progress. Teaching of basic literacy skills is less effective. In English at Key Stage 1, the pace of teaching seen was slow and there was sometimes a lack of focus on what children needed to learn next in order to make progress. Across the school, planning is inconsistent in quality and does not always adequately address the ages and abilities of the pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for children at the Foundation Stage and pupils at Key Stage 1. Good for pupils at Key Stage 2.
Provision for pupils with special educational needs	Satisfactory overall. Pupils make sound progress. Support assistants are effectively used at Key Stage 2.
Provision for pupils with English as an additional language	Satisfactory. Pupils make sound progress.
Provision for pupils' personal,	Provision for pupils' social development is very good.

including spiritual, moral, social
and cultural development

For moral development it is good and for spiritual and
cultural development it is satisfactory.

How well the school cares for its pupils	Procedures for child protection and pupils' welfare are satisfactory.
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Social development is enhanced through initiatives such as the popular Breakfast Club, which offers a friendly environment for meeting friends and completing homework. Throughout the school pupils are encouraged to think about how their actions affect others.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a clear educational vision for the school.
How well the appropriate authority fulfils its responsibilities	The governors offer satisfactory support to the school. They have a sound understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	The school is developing sound procedures for monitoring and evaluation but does not always devise effective responses to issues which are identified.
The strategic use of resources	Resources are used effectively to support initiatives in school.

The school benefits from clear leadership but does not always demonstrate effective management in extending good practice to improve issues it identifies concerning the quality of teaching and the curriculum. It is beginning to apply the principles of best value to its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Children like school. ◆ Children make good progress. ◆ Teaching is good. ◆ They feel comfortable approaching the school with questions or problems. ◆ Children are expected to work hard and do their best. ◆ The school is well led and managed. ◆ The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> ◆ That children get the right amount of work to do at home. ◆ The range of activities provided outside lessons.

The inspection team agree with the majority of the positive views expressed by parents. The quality of teaching at Key Stage 2 is good but at Key Stage 1 it is unsatisfactory in English. In the English lessons seen at Key Stage 1 teachers did not always expect children to work hard and do their best. The school provides a satisfactory amount of homework. The range of activities offered outside lessons is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in mathematics are good throughout the school

1. In the National Curriculum tests held in the summer of 2000 the levels of attainment of the 7 year old pupils in mathematics were judged to be well above the average of all schools nationally and very high when compared with similar schools. The results of the 1999 National Curriculum tests were similar. When the results of test between 1998 and 2000 are taken together, standards in mathematics exceeded the national average.
2. The observation of lessons and a close scrutiny of the pupils' work for this current term show that these standards have been maintained. The same is true of the work of the older pupils in the school. The target which the school has set for the tests that the pupils in Year 6 will take in the summer of 2001 is that three quarters of them will reach the nationally expected standard, level 4, for pupils aged 11. The observation of lessons and the scrutiny of their work show that this level of attainment is likely to be reached. This, using current figures as a guide, is likely to be higher than the national average. The proportion of the pupils in Year 6 already attaining results in line with level 4, the target for the end of the academic year, is such that a significant proportion of them are likely to reach the higher level 5 by the time they leave the school.
3. Overall, all pupils make good progress in mathematics throughout the school. Those pupils who have been identified as having special educational needs make good progress and achieve results in the subject which are broadly in line with those of all pupils. The higher attaining pupils also make good progress and a significantly higher than average proportion of them achieve better results than are expected of pupils aged 7 or 11 respectively. The pupils of average mathematical attainment achieve results that are somewhat better than the national average but the rate of progress that they make is not quite as great as that of the other pupils.
4. The high standards attained in all aspects of mathematics, including using and applying mathematics in a number of ways, are due largely to the skill of the teachers in creating an enthusiasm for the subject amongst the pupils. Pupils in Year 1 enjoy making up and working out problems involving the amount of change involved in buying and selling toys from their shop. They count forward and backwards in units of 2p with confidence. They explain what they are doing and how they work things out clearly and with evident pride in their work, using the correct names for the shapes of coins.
5. Older pupils, for example in Year 4, enjoy working swiftly against the clock to add numbers with two-digits mentally and at speed. They devise and explain their own methods for solving increasingly complex problems involving subtraction. They respond very well to the challenge to think for themselves mathematically, working with concentration and great effort in lessons which are marked by the high degree of enjoyment, confidence and mutual respect on the part of pupils and staff. Pupils in Year 5 also enjoy mathematics and are very confident handling numbers to make 100. They use their knowledge of tables to answer questions at speed. A significant feature of the good teaching of mathematics is the way in which the pupils are encouraged to experiment with different ways of handling problems in order to devise the best way of handling calculations which works for them as individuals. This encourages them to think mathematically and at the same time encourages them to be tolerant of individual differences, not only in ways of doing sums but in other aspects of life.

Teaching at Key Stage 2 is consistently good or very good

6. All teaching seen at Key Stage 2 was good and sometimes very good. The respectful but good-natured relationships between pupils and teachers contribute to the good learning environment which is evident in Key Stage 2 lessons. Pupils make sound or good progress as a result of lessons which have appropriate content that is delivered in an interesting and enthusiastic manner. The pace of lessons is good and pupils are constantly challenged to respond to questions. Teachers are skilled at ensuring that questions are accessible to most pupils but also take care to word some questions so that individual pupils are offered suitable challenge and can make progress. This strategy helps to retain the interest and attention of all ability levels.

7. All Key Stage 2 staff share high expectations of behaviour. Pupils are reminded of these if standards begin to decline and therefore little time is wasted in lessons. Support staff work effectively in classrooms. They are well informed about the learning needs of the pupils that they are working with and their sensitive approach enables pupils who find work more difficult to achieve at appropriate levels. Support assistants sustain the teachers' expectations in work and behaviour and ensure that all pupils are included in all aspects of lessons.

8. Teachers plan activities which are carefully matched to pupils' prior learning. Good records are kept of the assessments that are undertaken and the information is used effectively to plan pupils' next learning steps. In a Year 4 mathematics lesson, pupils were developing informal strategies to support their work in more complex addition and subtraction calculations. The level of work was well adapted to suit the differing levels of understanding within the class. Pupils with special educational needs and other pupils requiring additional support worked on similar tasks that were adapted to take account of their prior learning. The close attention given to the careful matching of work to pupils' knowledge and understanding ensures secure learning and good progress.

9. Teachers reflect on how successful their lessons have been and adapt their plans when they find that pupils have not properly understood something. For example, in a Year 6 mathematics lesson about measurement, it was found that pupils were not measuring accurately in millimetres and were unclear about the relationship between millimetres and centimetres. The introduction to their next mathematics lesson took account of this and used the opportunity to explore and extend learning about the relationship between fractions and decimals. Consequently there were no gaps in pupils' knowledge and good progress was made in the measuring activity that they were given during a later part of the lesson.

10. Most lessons follow the structure recommended by the literacy and numeracy strategies. Introductions to lessons are well paced and make reference to previous learning, although the purpose of the lesson is not always shared with pupils. Pupils quickly become engaged in the lesson and their interest is sustained through skilful questioning which teachers use as an ongoing method of assessment. Pupils of all abilities are eager to contribute, knowing that their answers will be valued and sincere praise given. When working with groups, teachers' questioning becomes more probing and is often individually focused, promoting good progress for the majority of pupils.

11. The final part of lessons is effectively used to consolidate the learning that has taken place and sometimes to encourage pupils to consider how their learning will be developed in the next lesson. For example, in a Year 6 science lesson where pupils were learning about separating the elements of a solution, sand was filtered out of the solution during the lesson seen. At the end of the lesson pupils were asked to suggest how the salt could be separated from the water, knowing

that filtration was not appropriate. Pupils enthusiastically suggested ways that the process could continue. Additionally, the teacher had an opportunity to assess how thoroughly pupils had grasped the focus of the lesson. This taster of what is to be learnt next results in most pupils looking forward to the next step in the learning process with enthusiasm.

12. Pupils work is marked regularly and praise and constructive comment are used well to promote further learning. Annotations remind teachers of where pupils have experienced difficulties and where pupils have done particularly well. Work is usually dated and gives a useful record of progress. Homework is soundly used to support learning in school.

Pupils make good progress in English, mathematics and science at Key Stage 2

13. All pupils make good progress in English, mathematics and science at Key Stage 2. In Year 3, pupils make very rapid strides in developing their skills in writing. Enthusiastic teaching to write very imaginatively stimulates them. For example, when writing about being a giant they demonstrate good imagination coupled with good use of language to create images which show some sensitivity and empathy with the possible feelings of isolation that may arise from being a giant. One pupil wrote about having to sleep on the beach when everyone had gone home, because it would be the only large space available to lie down. They use a wide vocabulary of interesting words to good effect. Good progress is maintained throughout the key stage. Older pupils in Year 6, for example, use words very creatively to communicate feelings, fears and hopes in their well-researched and well-composed letters home as evacuees in World War Two. Pupils in Year 5 demonstrate their developing skill in writing instructions they have devised for a Victorian laundry maid. These are also the result of careful research and historical understanding is used imaginatively and matched with developing skills in writing. Spelling is generally correct and proper attention is paid to the grammar and construction of sentences and paragraphs at appropriate levels throughout the key stage. Teachers at Key Stage 2 make good use of English in all subjects of the curriculum as a vehicle for their teaching. This attention to the use of language allows pupils to further develop their reading and writing skills in conjunction with other learning.

14. Reading is also a focus of attention and pupils enjoy it throughout Key Stage 2. They read with enjoyment from a range of books, both in the literacy hour and at other times in the day. They use phonics effectively making good attempts at words new to them such as the unfamiliar Greek names in the stories of Odysseus. They read for information in other subjects, such as history, and develop wide specialist vocabularies. One example seen was in science in Year 6, where a good feature of the preparation for experiments in separating salt and sand from water was the careful definition of special terms such as solute, solvent and solution.

15. Pupils make good progress in thinking mathematically in both key stages but particularly so in Key Stage 2. They are challenged to think quickly and accurately and to devise good methods for working out calculations for themselves. Standards currently being achieved in mathematics by pupils in Year 6 and the higher attaining pupils in Year 5 include work at level 4 (the standard expected of pupils at the end of Year 6). This indicates a good rate of progress in the subject. This is due to the enthusiastic and challenging teaching methods employed and the way in which everyone, staff and pupils, enjoys mathematics.

16. The targets for mathematics and for English which the school has set itself for the National Curriculum tests at the end of Key Stage 2 in the summer of 2001, are that three quarters of the pupils will reach the nationally expected standard, level 4, for pupils aged 11. The observation of lessons and the scrutiny of pupils' work show that these levels of attainment are likely to be reached and are a further indication of the good progress made in these two core subjects at Key Stage 2.

17. Progress in science is also good. The pupils are encouraged to think scientifically. The good quality of teaching encourages them to be curious about the world in which they find themselves, to puzzle out, for example, what the relationship is between vibration and sound. The diversity and good quality of displays, such as one which invites the pupils to discover what happens when a struck tuning fork is placed against a small hanging ball, maintain the pupils' interest and curiosity and this makes for good progress in science. The oldest pupils engage enthusiastically in experiments concerned with separating solids, both soluble and insoluble, by filtration and evaporation. In the process they make good progress in learning about the properties of the materials they are using, in understanding scientific procedures and in developing the proper language with which to communicate their findings.

18. The good progress made in these important core subjects at Key Stage 2 is the result of well thought out lessons, work which is carefully matched to pupils' abilities, good classroom management and the infectious enthusiasm of the teachers for the subjects. As a consequence, pupils experience success in their work and develop positive attitudes towards their learning.

The school benefits from clear thinking leadership

19. The headteacher is leading the school through a period of substantial change as a result of the local reorganisation of schools. The changes have been ongoing since 1998 and are likely to continue until 2002. At the time of the previous inspection in September 1996, the school catered for pupils aged from four to 9 years old. The current headteacher took up post in January 1998 and has had no settled period in which to concentrate on working towards the aspirations that are held for the school. The school has now become a primary school, catering for pupils between the ages of four and 11 years. September 2000 is the first year that the school has had pupils in all of the primary year groups. Additional teachers have joined the staff as part of the reorganisation process. The majority of these teachers are in Key Stage 2. The school has moved buildings twice since 1999, and, as part of the rebuilding project, is scheduled to move twice more before the end of 2002. Since September 2000 pupils aged from four to 7 years have had to be temporarily accommodated on a separate site.

20. The headteacher gives direction to the school's work and has a clear vision of how the school can improve its work. Appropriate priorities have been identified for the development of the school. She has consistently emphasised the need for quality in the educational provision and has worked hard to sustain this in difficult circumstances. Her clarity of thought and adaptability have enabled her to repeatedly refocus her time and energy, whilst continuing to work on important priorities. For example, during the recent moves of building, she was successful in sustaining the morale of staff and pupils and acting to improve pupils' attitudes and behaviour. The behaviour of pupils was rightly identified as being central to the learning process. It was considered to be particularly important for the oldest pupils in the school who were becoming disaffected by the changes and disruption in their education. The headteacher used outside expertise in successfully tackling this problem. The appropriate identification and subsequent action on this important issue has contributed significantly to the development of the good learning environment in Key Stage 2.

21. Changes of building and increases in staffing have contributed to the changes in the focus of the school's work. The school has sought to sustain good quality accommodation and provision for all pupils during the period of change. The temporary Key Stage 1 annex required considerable improvement before pupils could move in and time and effort was spent by all staff in successfully achieving this. The space within the accommodation is difficult to organise but staff have remained

positive throughout, with the support of the headteacher. Newly appointed staff have received sound support from management and from other staff to help them to settle into the school. Time has been spent in agreeing behavioural expectations. Long-term staff absences have affected the progress of such work. The need to deal with immediate issues related to health and safety and accommodation have affected the rate of progress of other work on raising standards. Nevertheless, this work has continued and all staff remain keen to do the best that they can for the pupils that they are working with.

22. With the agreement of the governing body, the headteacher has created a valuable new resource for the school. A significant sum of money has recently been invested to create a new computer suite for pupils in Key Stage 2. Creative use of accommodation and the identification of an educational issue that would also improve pupils' enthusiasm and interest in school have quickly shown good results. Teachers and support staff also value this development and it is used effectively in developing pupils' information and communication technology skills. This is an initiative which has done much to improve morale and raise standards in an important area of the school's work.

Relationships, pupils' behaviour and their attitudes to school are good

23. The school has a positive, caring ethos, which fosters the development of good behaviour and responsible, thoughtful attitudes in pupils. Attitudes and behaviour during the inspection were judged to be good and often very good. The positive attitudes shown in lessons by the majority of pupils make a significant contribution to the sound and good progress made. Pupils listen to their teachers attentively and politely. They take turns to speak and allow others to respond, showing respect for other people's point of view.

24. Relationships within school are good. Pupils are courteous and polite to the adults in school. Teachers treat the pupils with courtesy and respect, presenting good role models. Pupils respond well to this and are courteous and polite in their responses to the adults that they work with and to visitors that they meet. Without a second thought they stand aside for adults, hold doors open and exchange pleasantries. Pupils move around the school in an orderly fashion. Older pupils follow requests to be silent when passing through particular areas of the school. In the Foundation Stage and Key Stage 1 annex, children move carefully around their classrooms, within spaces which are often cramped, as classrooms are very small.

25. Pupils are eager and willing to explain their work to adults and co-operate well in pairs and in larger groups. In Reception, children were keen to involve an inspector in their playdough and mathematics activities and to describe what they were doing. In a Year 3 literacy lesson, a group of pupils took turns to read a page each of their books about the adventures of Odysseus. They helped one another with difficult words, after allowing sufficient time for individuals to attempt words for themselves. The session was orderly and good-natured. In a Year 6 science lesson, pupils worked together in groups to complete a filtration experiment. They shared tasks and equipment and worked well with the adults who were helping them. Most pupils show good concentration and persevere with work which challenges them. They learn from their mistakes and repeat their attempts to complete tasks correctly, for example, in a Year 5 mathematics lesson pupils were endeavouring to work out perimeters and areas of irregular shapes and were keen to be accurate in their work.

26. In their responses to the pre-inspection questionnaire, parents and carers agree that children enjoy school. Pupils are enthusiastic about being at school and most pupils participate fully in school life. Pupils of all ages are eligible to attend the recently established Breakfast Club,

which is organised on a daily basis. Approximately 45 pupils arrive at school from 8 a.m. There is a pleasant, sociable atmosphere as pupils eat breakfast. The Club offers a cheerful and welcoming start to the school day. Pupils are eager to be with their friends and say that they do not mind making an early start. They share activities with their classmates or complete their homework with support from school staff. A nursery nurse and two support assistants organise the Club, which makes a valuable contribution to the social development of the pupils who attend.

WHAT COULD BE IMPROVED

Standards in English at Key Stage 1

27. On entry to school children attain at levels which are below those that might be expected. Assessment information indicates that by the end of their Reception year, pupils are attaining at levels above those expected nationally in all the areas of learning. These standards are not sustained in English at Key Stage 1. Results of National Curriculum tests for pupils aged 7 between 1998 and 2000 show that attainment in reading and writing was below the national average. The percentage of pupils attaining at level 2, the expected level for pupils of this age, is below the national average for writing and well below the national average for reading. When compared with similar schools, the percentage of pupils attaining at level 2 is below the national average for reading and in line with the national average for writing. Pupils who do attain at level 2 are successful and high proportions of them attain at the upper levels of level 2. Too few pupils progress to attain at the higher level 3.

28. Within Key Stage 1, pupils are taught in three classes of mixed Year 1 and Year 2 pupils. When reading together as a class, Year 1 and Year 2 pupils can identify the title of a book and predict what they believe the book will be about. Most Year 1 pupils are able to identify simple rhymes within the text. Some Year 2 pupils read with expression. They identify exclamation marks and know how to respond when they see these in their reading. Opportunities for practising reading skills in lessons are sometimes limited, either by the range of activities that are set, by the actions of the teacher in not asking pupils to read or because instructions are too difficult for many pupils to read alone. When asked by an inspector to read texts which they had been asked to copy, most pupils were unable to read a simple sentence which related to a picture. They lacked basic strategies to help them work out what words might say. Most Year 2 pupils can read back their own writing independently when asked.

29. Pupils learn the sounds of the letters of the alphabet but too few know sounds that are made by two letters together, such as 'sh' or 'ch' for younger pupils and 'ou' for older pupils. Letter sounds are taught regularly within the English curriculum but there is inconsistency between classes in the work covered. For example, one class was learning about words ending in 'ing', but the parallel classes worked on simple rhymes. This whole class learning was not applied to writing and pupils struggled to blend sounds together to make words. They showed little determination to persevere and did not use pictures as clues to the meaning of the text. Pupils' inability to read appropriate text independently means that work is left incomplete, or that pupils waste time queuing up to ask the teacher for help and therefore make insufficient progress.

30. Standards of handwriting seen were broadly satisfactory, although a significant number of pupils use capital letters inappropriately, for example, in the middle of words. Most pupils at Key Stage 1 use a printed script but they do not progress and learn to use joined script by the end of Year 2. When writing, pupils in different classes do not work to levels of expectation which are shared by class teachers. In consequence, standards vary between classes. Some pupils regularly make books retelling popular stories, such as 'Mrs Wobble the Waitress'. In one class all

pupils are expected to try to work independently but in a parallel class there are only limited opportunities for pupils to use their own words to retell stories and there is an over emphasis on copying writing.

31. Throughout Key Stage 1 there are too few opportunities for pupils to write in different ways for different audiences. Most independent written work consists of retelling known books and stories and does not draw sufficiently on pupils' creative abilities or allow them to try writing in different ways, for example, writing a letter or writing instructions. Pupils write simple, descriptive poems but there is little evidence of use of exciting vocabulary. Too few links are made between the skills of reading and writing, for example, pupils are not always asked to read their writing back or to consider how it could be improved. A small number of Year 2 pupils are learning to use punctuation and speech marks appropriately. The limited opportunities for writing, inconsistent teaching of phonics and the ineffective links between reading and writing have resulted in pupils' making unsatisfactory progress in spelling.

32. A small range of work on display contained examples of English being used throughout the curriculum. Most examples were identical work sheets that gave no indication of the abilities of individual pupils.

The quality of teaching of English at Key Stage 1

33. The quality of teaching for the English lessons seen at Key Stage 1 was unsatisfactory. The majority of lessons seen were in English, this being a major focus of the inspection. In the numeracy lesson that was observed, teaching was judged to be very good. Standards and pupils' progress are directly affected by the quality of teaching. At Key Stage 1, standards in mathematics are good and the quality of teaching seen was very good but standards in English and the teaching of English are unsatisfactory. In English at Key Stage 1, work is not well matched to pupils' previous learning and time and resources are inefficiently used. Teachers' expectations are too often focused on one group of pupils and do not take account of the range of ages and abilities within the classes.

34. Planning lacks sufficient detail and does not have clearly stated objectives for lessons. English planning for the half term is provided separately for Year 1 and Year 2 pupils but this is not translated into lesson plans, which show very little differentiation of work for the mixed age classes. Work is insufficiently challenging for most pupils and expectations are insufficiently high. The balance between the teaching of reading and writing is unsatisfactory. Too few lessons concentrate on developing writing skills in a structured way. Lessons are planned ahead one day at a time so that teachers can consider what must be done next. This link between ongoing assessment and planning is ineffective. It contributes to a lack of pace in lessons. There is no impetus to ensure that units of work are completed within a given time, as in the numeracy strategy.

35. The school rightly identified a weakness in standards of writing at Key Stage 1 and additional curriculum time has been given to the teaching of extended writing. Weaknesses in planning, teaching and assessment have resulted in this time being ineffectively used. During the inspection, pupils in one class were engaged in English activities for the majority of one day. They made little progress and did little productive work. As the day progressed their behaviour deteriorated. This inefficient use of time should be reconsidered as it is creating an imbalance within the curriculum for the pupils concerned and is doing little to promote pupils' progress and their enjoyment of English.

36. Lessons generally begin in a satisfactory way and pupils are interested and attentive in reading big books. Pace is lost as the lesson moves in to class teaching and group work. The lack of focus on the differing ages and abilities results in pupils quickly losing concentration and answers are called out or pupils stop listening. The lack of a clear learning objective reduces the effectiveness of class teaching. This is particularly evident in the final part of each lesson. Teachers pay too little attention to promoting appropriate expectations for the different age groups and sometimes focus on objectives for Reception children, such as a discussion with Year 1 and 2 pupils which concentrated on the use of a capital letter at the start of names.

37. Work planned for groups of pupils shows too little consideration of the ages and abilities of pupils and too little consideration of what pupils need to learn next. In one lesson seen, pupils in Year 1 quickly settled to work but were unable to finish their task as most of them were unable to read the sentences that they were being asked to complete. All pupils were given the same work and did not receive help with their work. Little progress was made in learning and time was wasted when pupils queued to see the teacher because they did not know what to do. Other pupils became bored and work was left incomplete. Unsatisfactory progress was made as a result. In a lesson concentrating on writing, three out of five groups of mixed age pupils were asked to copy four slips of paper retelling a story under the correct pictures. The task had been organised by the teacher so that it did not require pupils to read, as the sentences were stapled in the correct order. Pupils were unable to attempt the text when asked what it said. Considerable use is made of work sheets which require pupils to complete missing words. Such exercises do not help pupils to practise writing in sentences or rehearse their punctuation.

38. Teachers do not always make good use of their time during independent and group work sessions. The lack of a clear learning focus means that they do not make effective use of teaching opportunities. For example, when a class was engaged in writing, praise was given for spacing of words and speed of completion. No attention was given to rehearsing reading skills by reading the text. Opportunities to teach basic spelling rules to pupils writing independently were overlooked and the teacher was distracted by unsatisfactory behaviour resulting from boredom. At the end of lessons, pupils are unclear about what they have learnt.

The consistency of the quality and detail of teachers' planning

39. The planning of pupils' work is inconsistent in quality and in the detail which it contains. The work that is planned is not always sufficiently matched to the varying needs of the pupils so as to ensure that they make the best progress. This weakness is most apparent in some of the classes with mixed ages where the spread of ability is most wide and where co-operation between teachers with their planning would be most beneficial. Planning for pupils in the Foundation Stage also lacks detail and the opportunities provided in these parallel classes differ, for example, there is difference in the order and pace of teaching the sounds of the letters of the alphabet and in the main focus of lessons for the week. This gives rise to possible inequalities in learning experiences, depending on which class children are in. There is no detail about how work will be adapted for pupils of different abilities, such as how more able pupils will be challenged and how lower attaining pupils will be supported.

40. There are standard forms for medium and long term planning and a recommended pattern for short term planning which are used in most classes. Some teachers have devised their own planning forms which do not all contain the same level of detail, such as information about assessments to be carried out. The standard school form is effective in providing a sound basis on which individual lessons can be planned and progress can be tracked. The use of individually devised formats reduces the effectiveness and the efficiency with which monitoring can be carried

out. The medium and long term planning for English and mathematics is based on the national strategies for literacy and numeracy.

41. Where individual teachers use the agreed format to plan lessons and take account of the learning needs of particular groups of pupils in their classes, the resulting teaching is good or very good and the pupils learn quickly. When lesson plans pay less attention to what individuals or groups of pupils need to learn and how they can be helped to do so, then the teaching is less satisfactory and less learning takes place. This is particularly the case where the difference in tasks planned for groups of pupils with varying levels of ability is that the more able are expected to do more and the lower attaining pupils are expected to do less of the same work. This weakness in the planning of lessons leads to the slowing of the rate of progress of the pupils who are below average, even where the higher attaining pupils and the supported pupils with special educational needs do well.

42. The medium term planning of subjects other than English and mathematics is often related to the advice published by the national Qualifications and Curriculum Agency. References to these documents are inconsistent across key stages, with some staff stating which unit is to be followed but others planning according to topics. The fluid situation in both the staffing and the siting of the school has slowed the pace of bringing existing planning into line with the new requirements of the revised National Curriculum 2000. The school has managed to preserve the breadth of the curriculum in Key Stage 2 but there is evidence of imbalance in the time allocated to subjects in the curriculum in classes in Key Stage 1. Where individual teachers choose not to follow the common pattern for planning and where inadequate allowance is made for the different needs of groups of pupils in the planning of group and individual work in lessons, both standards and progress suffer.

43. The lack of common planning based on agreed objectives about what pupils should know, understand and be able to do at each stage of their development, as recommended by the school, leads also to lack of consistency in assessment. Teachers at Key Stage 2 make good use of regular assessments to inform the next stage of learning for pupils. These links are less effective at Key Stage 1, particularly in English, where too many pupils are engaged in work which lacks challenge planned as a result of poorly informed and inappropriate teacher expectations.

The sharing of good practice to improve identified issues in teaching and the curriculum

44. The school is successful in analysing the pupils' results and the statistical information that is available to identify issues in teaching and other concerns connected with the curriculum, which, when tackled, would result in improved standards. It has not yet devised an effective system which enables the insights derived from analysis to be translated into positive actions which are followed by all the staff, with continuing evaluation and development after their introduction. Improvements have been made in planning the curriculum and in teaching but they are not as effective in improving standards as they would be if everyone followed them. The management does not identify examples of good practice resulting from developments as a means of improving the work of other teachers within the school. The good quality of teaching which is found in the school provides a solid basis of good professional educational practice which is available as a resource for bringing about improvement.

45. Where developments have been rigorously pursued, there is evidence of a good degree of success. The management of pupils is generally good throughout the school and has led to high standards of behaviour and personal development. This has been largely brought about by the uniformity of practice that ensures that the pupils know what behaviour is acceptable and what is not. The consistency of practice, the common purpose and aims of the teachers and ongoing

reviews of the success of this aspect of the school's work has led to the good standards of pupils' behaviour seen.

46. There is not the same common purpose and sharing of methods in the teaching of the subjects of the curriculum. This is particularly noticeable in the parallel classes in Key Stage 1. Here common planning and the sharing of good and effective teaching methods would usefully ensure that all the pupils in each year group in the mixed parallel classes would receive similar educational experiences and the same quality of education. Where examples of co-operative planning are to be found, as, for example, in the work done on the Victorians in Key Stage 2, the standards of work resulting are clearly enhanced. Similarly, in Years 5 and 6, teachers use their expertise to teach the curriculum, with one teacher teaching mathematics and the other teaching literacy. Pupils in these year groups are making good progress in these subjects. Sharing good ideas and trying out different methods in teaching among the staff is a product of good co-ordination of a subject. This is, for many subjects, at an early stage of development because of the recent changes in staffing. The lack of effective joint planning for classes with pupils of the same age in them produces disparities in education. The standard of education that some of the pupils then receive is lower than it might be.

47. The good and very good examples of teaching observed in the school clearly demonstrate that there is a good range of teaching skills and enthusiasm which can be shared among all the staff to the benefit of all the pupils. The limited sharing of good practice in teaching, planning and assessing is a contributory factor in the slow progress being made in raising standards in English at Key Stage 1. The identification and sharing of all good practice amongst all staff will contribute towards ensuring that the school is an even better place to be and learn in than it is already.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve the standards of attainment and the quality of education provided, the headteacher, staff and governors should:

- ◆ raise standards of attainment in English for pupils at Key Stage 1 by:
 - *improving the match of work to pupils' learning needs by considering age, ability and previous learning experiences;*
 - *improving the pace of lessons and the use of time in order to increase the rate of progress;*
 - *raising teachers' expectations;*

- ◆ improve the quality of teaching of English at Key Stage 1 by:
 - *improving teachers' planning to take account of the ages and abilities of pupils, previous learning experiences and assessments;*
 - *ensuring that teachers have a clear focus for each lesson;*
 - *ensuring appropriate emphasis is placed on the teaching of both reading and writing;*
 - *training teachers in the teaching of literacy;*

- ◆ review curriculum planning to ensure greater consistency throughout the school in the quality and detail required;

- ◆ identify and share existing good practice within the school to further improve teaching and curriculum developments which have already been initiated.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
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	17.5	59	6	17.5	0	0

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

The unsatisfactory teaching relates only to English lessons seen at Key Stage 1. English was an agreed focus of this short inspection, as the school had identified problems with English at Key Stage 1. As a consequence, more English lessons were seen at Key Stage 1 than other lessons and this contributed to the resulting data. Other teaching seen at Key Stage 1 was very good.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll	243
Number of pupils eligible for free school meals	49

Special educational needs

	YR – Y6
Number of pupils with Statements of Special Educational Need	6
Number of pupils on the school's special educational needs register	41

English as an additional language

	No of pupils
Number of pupils with English as an additional language	25

Pupils mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	1.2

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	10	12	12
	Girls	13	12	12
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	77 (86)	80 (86)	80 (92)
	National	83 (80)	84 (81)	90 (84)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	10	12	12
	Girls	13	12	12
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	77 (86)	80 (89)	83 (92)
	National	84 (82)	88 (86)	88 (87)

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

Due to reorganisation by the local education authority there are no National Curriculum test results for Key Stage 2. The present Year 6 will be the first pupils to undertake these tests in summer 2001.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	20
Pakistani	6
Bangladeshi	0
Chinese	0
White	180
Any other minority ethnic group	1

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	2	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, 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)	11
Number of pupils per qualified teacher	22.1 : 1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	267

FTE means full-time equivalent.

Financial information

Financial year	1999/00
	£
Total income	361,479
Total expenditure	351,443
Expenditure per pupil	1,758
Balance brought forward from previous year	22,774
Balance carried forward to next year	32,810

Results of the survey of parents' and carers'

Questionnaire return rate

Number of questionnaires sent out:	243
Number of questionnaires returned:	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	53	43	2	0	2
Behaviour in the school is good.	41	43	4	0	12
My child gets the right amount of work to do at home.	41	39	16	0	4
The teaching is good.	49	47	0	0	4
I am kept well informed about how my child is getting on.	41	51	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	25	0	0	4
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	43	51	4	0	2
The school is well led and managed.	55	45	0	0	0
The school is helping my child become mature and responsible.	53	43	4	0	0
The school provides an interesting range of activities outside lessons.	35	35	18	4	8