

# INSPECTION REPORT

## **OTLEY PRIMARY SCHOOL**

Otley, Ipswich

LEA area: Suffolk

Unique reference number: 124602

Headteacher: Mr. P. M. Coleby

Reporting inspector: Mr. Alan Andrews  
6436

Dates of inspection: 6<sup>th</sup> - 7<sup>th</sup> November 2000

Inspection number: 225094

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Chapel Road  
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Ipswich  
Suffolk

Postcode: IP6 9NT

Telephone number: 01473 890302

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. G. Grant

Date of previous inspection: 11/11/1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Otley is a very small rural primary school with a total of 45 children on roll, an almost equal number of boys and girls, aged four to 11. They are admitted full-time to the school as reception children at the beginning of the term in which they are five. Attainment on entry is broad, but mostly in line with that expected for children of a similar age. The majority live in Otley village, but a number come from the surrounding area. There is a privately run under fives playgroup on site which most of the children attend part-time before starting school. The children are organised into three teaching groups for most of the week. These are made up of children in Years 5 and 6, children in Years 3 and 4, and children in the reception year and Years 1 and 2. The number of children on the school's special needs register has risen recently and is now 12. This is above the national average and includes one child with a statement of special educational need. The number of children known to be eligible for free school meals has also risen. It now represents 15.5% of the school roll but remains below the national average. There are no children from ethnic minorities or with English as an additional language. The school has no separate hall or dining room. The nearby village hall is hired for physical education lessons and concerts. The inspection concentrated on standards in English, mathematics, information and communication technology and the provision for reception children. Teaching was observed throughout the school.

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

This is an effective school with staff working hard to overcome barely adequate accommodation in the main building. Overall standards in English and mathematics have been improved since the last inspection. The quality of teaching is good. It is often very good for the infant children. A positive climate for learning has been established and children have very good attitudes towards their work. The governing body is growing in its ability to become an effective force for improvement. Daily management and administration of the school is good. There is some parental disquiet about the way in which their concerns are dealt with. Mechanisms have been put in place to overcome this, but are not yet proving successful enough. Nevertheless, the school gives good value for money.

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

- Standards are good in speaking and listening. They are also good in reading and numeracy at the end of the infant stage.
- The quality of teaching is good. It is often very good at the infant stage.
- Children with special educational needs are supported well. They are enabled to make good progress and their self-esteem is maintained successfully.
- Children's behaviour and attendance are very good. They are keen to learn and they work hard.
- Moral and social development successfully underpins the daily life of the school. Children are given good opportunities to exercise responsibility.

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

- The way in which the headteacher deals with parental concerns.
- Standards in writing.
- Achievement in information and communication technology and its use to enhance learning across the curriculum.

The school is aware of these and is trying to put them right.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Key issues from the previous inspection and developments since 1996 have been tackled well. The governing body is aware of the strengths and weaknesses of the school. They plan for the future and are beginning to monitor successfully how well things are going. The school's overall development plan has been improved. It identifies appropriate priorities and is now a useful management tool to help raise standards and initiate change in both the short and longer term. Considerable attention has been given to lesson planning. A consistent approach is now in place which sets out clearly what all children are to learn and how. Assessment is used satisfactorily to inform teaching and attainment has been raised in English and mathematics by providing good opportunities for children to find out for themselves and to respond to problems and challenges. A policy for marking children's work has been agreed and is being

applied consistently.

## STANDARDS

The table, which normally appears here and shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests, is not published as the number of children taking the tests is less than 10. The small number of children taking the tests means comparisons with all similar schools are unreliable. That said, the trend in results over the last three years shows sustained very good results in English and mathematics tests. Additional information from the Local Authority indicates the school has been doing well in comparison to other Suffolk schools over the last four years.

The numbers in each year group are below ten. Children's abilities vary and this accounts for the varying standards at the end of the present infant and junior stages. Currently, the school has only four children in Year 6. However, lesson observations show they have good skills in speaking and listening. Children are good at explaining and putting forward a point of view. Standards in reading and mathematics are mostly similar to those expected for their age. Children read with growing confidence, but their writing sometimes lacks imagination and their ideas are not sustained and developed enough. In mathematics, children do well in rapid mental calculations and problem solving. There are slightly more children in Year 2 and they show good skills in speaking, listening, reading and mathematics. Their written work shows a sound grasp of the spelling of simple common words, but the use of worksheets sometimes limits opportunities for them to develop their writing skills. The school's resources for information and communication technology have been improved recently, but this has not yet had time to impact on attainment in the subject and standards are lower than they ought to be. Throughout the school, children with special educational needs make good progress in meeting the targets set for them.

At the age of five, most children have usually exceeded the early learning goals in all the areas of experience<sup>1</sup>. Early literacy and numeracy skills are established well by the time children enter Year 1.

The school's targets for raising attainment are challenging and realistic. It is well placed to achieve these.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children have very good attitudes towards their work. They are keen to join in activities and consistently do their best.
Behaviour, in and out of classrooms	Children behave very well at all times. They are respectful to one another and to others.
Personal development and relationships	Very good. Children are trusted to take responsibility for their actions, to work independently and to carry out duties in class and around school. Relationships are also very good.
Attendance	Very good. Children are keen to attend. There are very few unexplained absences.

During the inspection, severe weather made it difficult for children to get to and from school and to play outside during breaks from lessons. However, attendance remained very high and children's attitudes were positive and mature. At lunchtime, older children are particularly good at undertaking responsibilities which help arrangements run smoothly.

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<sup>1</sup> Areas of experience for children in reception, the second year of the foundation stage (children up to the age of five) are communication, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development, emotional personal and social development. Early learning goals are the achievements children are expected to reach by the end of the reception year. Children in Key Stage 1 are in Year 1 aged six and Year 2 aged seven. Children in Key Stage 2 are in Years 3 to 6 aged eight to 11.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very 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.*

In lessons observed, all teaching was satisfactory or better. 20% was very good, 60% was good and 20% was satisfactory. Literacy is taught well and is particularly strong in the combined reception and infant class. Numeracy is taught well throughout the school. Teachers' planning is thorough and allows all children, including those with special educational needs, to build up their knowledge, skills and understanding at a good rate. A range of teaching strategies is used effectively. The tasks set for children challenge them to do their best, although not enough opportunities are provided to use information and communication technology to develop and enrich their work. Reception children quickly learn to work with others and make good progress with their reading, writing and number work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children enjoy a broad range of learning experiences, but too little time is spent on acquiring skills in information and communication technology.
Provision for pupils with special educational needs	Good provision enables children to progress well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal development is a strength of the school and successfully promotes children's confidence and self-esteem. It is helped by the very effective provision of spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school cares for its children well. Provision for their health and welfare is good.

Good provision ensures the health, safety, care and protection of the children who learn to live as effective members of a small community. The curriculum provides good opportunities for them to make decisions for themselves. They often learn from real situations, including visits to places of interest. Teachers check children's progress well and have a good view about their achievements and what they need to do to improve. High parental support with homework also assists children's good progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led satisfactorily, although a heavy teaching commitment limits time for the headteacher to carry out leadership and management responsibilities. There is some parental disquiet about the fall in the number of children on roll and a feeling that the headteacher does not always follow up their concerns effectively.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactorily. They are well informed and have a clear view of the school's strengths and areas for development.
The school's evaluation of its performance	The school has a good understanding of what works well and why. It identifies appropriate priorities for development and takes positive action to raise standards.
The strategic use of resources	Staffing and resources are deployed well. Staff make best use of cramped accommodation.

Day to day management and administration of the school is good. It enables everyone to get on with their tasks. An ethos of hard work has been established which impacts positively on raising standards. Lack of space and privacy within the accommodation restricts learning opportunities, for example, the school has no hall and this impacts the quality of learning in physical education. The headteacher and governors are aware of the principles of getting the best value for their money and they apply them well.

## 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 standards of achievement.</li> <li>• Children work hard and show co-operative attitudes.</li> <li>• The high standards of behaviour.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Children not being moved to other schools.</li> <li>• The way in which the headteacher deals with their individual concerns.</li> <li>• Information about how their child is getting on.</li> <li>• More activities outside lessons.</li> </ul>

Inspectors agree with parents' positive views. They find that satisfactory provision is made to inform parents about how their child is getting on. They judge that the provision for activities outside lessons is also satisfactory. However, they conclude that parental concerns should be dealt with more effectively. A number of children have been withdrawn from the school recently.

## **PART B: COMMENTARY**

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

**Standards are good in speaking and listening. They are also good in reading and numeracy at the end of the infant stage.**

1. The school's thorough introduction of the national literacy and numeracy strategies has helped it sustain and improve standards in most aspects of English and mathematics. The numbers in each year group are below ten. Children's abilities vary and comparisons with national figures are unreliable. This also accounts for the varying standards at the end of the present infant and junior stages. Currently, there are only a very small number of children in Year 6 and their overall standards in these areas of the curriculum are satisfactory. The work of children in Year 5 indicates that standards are rising. Standards at the end of the infant stage are mostly good and contribute significantly to children's learning across the curriculum.
2. Throughout the school, children are courteous and interested listeners, to each other, to teachers and to visitors. Most children are articulate and orally confident. This is because teachers provide challenging opportunities for them to extend their skills in this aspect of English. An example of this was seen in an infant science lesson in which children sensibly discussed the use of batteries to provide power. Reception children increase their vocabulary through a wide variety of activities which capture their interest, for example naming animals in pictures and reading the story "The Bear That Wouldn't Share". Children in Years 1 and 2 explain their work clearly and are very willing to answer questions about what they are doing. They also pose questions of their own, for example "Do street lights need batteries?" Older children communicate meaning well and put forward views of their own, as when they discussed likes and dislikes of characters in the story "Stig Of The Dump". Outside lessons, children are prepared to join in discussions and answer questions, such as when participating in assemblies or talking about their class activities during lunchtime.
3. Children enjoy reading and handle books confidently. They share stories regularly with their parents as homework. Books are chosen well to appeal to children's interests. Teachers monitor their progress carefully and use the information gained to help them improve. Home/School Reading Records contain up to date information about what children are reading. They are most helpful when they identify difficulties and successes children are having. Reception children are given good opportunities to learn letter sounds and they respond well. By the age of seven, most children read confidently and with growing expression. They recognise a good range of common words on sight and use letter sounds and illustrations successfully to help them tackle difficult words. They talk enthusiastically about their favourite stories and characters, for example "Winnie The Pooh" and the "Harry Potter" series. Some of the brighter children are able to predict accurately what will happen in story lines and to suggest alternatives. Most know how to use the library and how to set about locating and finding information from a book. Displays of work in the infant and reception classroom contain a wide range of books, pictures, photographs and posters. All are very attractively set out with clear lettering and notes for children to read. This helps motivate children to achieve good standards in reading.

4. An emphasis on the acquisition of number skills prepares reception children effectively for their mathematics work in Year 1. Much of their work is oral, but they are beginning to add and subtract simple numbers accurately and with growing confidence. At age seven, most children have a good knowledge of mathematical vocabulary and they are encouraged to use it. Regular attention to the development of their mental and oral skills has improved children's speed and proficiency in number work, for example counting on and back from a given number and adding and subtracting in tens. Good opportunities are provided for children to apply their skills in problem solving activities, as when they explored ways of adding three 'odd' numbers to make 11. They enjoy taking part in mathematical games using dice and dominoes and this helps build their confidence in handling numbers. Scrutiny of children's work shows that they have a growing knowledge and understanding of simple shapes, money and measures and that sufficient challenge is given to those who are capable of doing more. Children take care to present written work tidily and good links are made with other areas of the curriculum, such as when singing number rhymes.

**The quality of teaching is good. It is often very good at the infant stage.**

5. In all the lessons observed teachers provided a good climate for learning in their classrooms so that children felt valued and important. Considerable efforts are made by staff to overcome difficulties in accommodation. For example, a lack of useful storage facilities in the main building puts considerable pressure on attempts to keep teaching areas neat and tidy. However, teachers make best use of the limited space available. Displays of children's work enhance the environment and boost their confidence and self-esteem. For example, in the small entrance hall, artwork on the human figure is displayed well. Children from Years 3 and 4 have studied the work of Henry Moore and Henri Matisse and have successfully made their own images and clay models using clear flowing lines and simple shapes.
6. The good teaching stems from careful planning which sets out what children are to learn and how. The school has made considerable effort to improve the planning of lessons since the previous inspection and the results are now impacting positively on the progress children make. A strong emphasis is rightly given to basic skills and the school ensures that children of all abilities are sufficiently challenged. The national initiatives on literacy and numeracy have been implemented well and are enjoyed by the children. There are literacy targets for each child that set out clearly how they can improve and the school intends to introduce a similar system of targets for mathematics. Teachers have appropriately high expectations of children's behaviour and successfully encourage them to give of their best. Lessons have a clear purpose and structure. They often begin with reminders about previous work and how it links with the new tasks to be undertaken. An example of this was a literacy lesson with Years 5 and 6 children that included work on the use of apostrophes and exclamation marks. During the introduction, the teacher prompted the children effectively to recall some of their earlier work on punctuation. This helped build their confidence and understanding of what needed to be done and, as a result, they made good progress in their learning. Teachers have secure subject knowledge and activities are matched appropriately to children's needs. This helps ensure that they settle quickly to the tasks without wasting time. At the end of a lesson, children are brought together as a class to share what they have achieved and to learn from one another. These are enjoyable sessions and the children are quick to acknowledge the efforts of others. For example, they clapped spontaneously when groups of children played simple tunes they had composed using computers. Since the last inspection, teachers provide more opportunities for children to develop investigative and research skills. Homework is sometimes used effectively to support this, as when older children were asked to find out more about 'Halloween'.

7. Features of very good teaching at the infant stage include:
  - well organised group work with a variety of activities that capture children's interest and motivate them to want to learn. An example of this was discussing and writing memories about birthdays;
  - imaginative presentation of ideas, such as the use of musical instruments to help demonstrate how different animals would move in the jungle;
  - the presentation of challenging work that makes children think hard, for example finding adjectives to complete sentences about a bear;
  - very good use of questions to clarify teaching points and assess children's understanding. For example, when reading the story "The Bear That Wouldn't Share" the teacher asked, "Who remembers which animals were invited to Bear's party?"
  - ensuring that children know how to improve their work. Children take notice of the teacher's comments and try hard to do as suggested;
  - high expectations of what can be achieved in the time available, especially in mental arithmetic, with occasional reminders to the children throughout the lesson about what needs to be done;
  - very good expression when reading class texts which enthuses children to want to hear more;
  - a sense of fun and enjoyment of learning which motivates children to do well and to use their skills effectively.
  
8. In all classes, teachers have established effective routines that help the smooth running of lessons. Resources are organised efficiently and match the needs of the activities. Teachers ensure that children use them sensibly and safely and that they are returned to their proper place. Support staff are deployed well and provide a good level of support and expertise for children, particularly those with special educational needs.

**Children with special educational needs are supported well. They are enabled to make good progress and their self-esteem is maintained successfully.**

9. The school's provision for children on its special educational needs register is good, as found in the previous inspection. Children are identified early and given appropriate support. They have full access to the curriculum and make good progress. Their work is based on targets within good quality individual education plans drawn up in line with the National Code of Practice for Special Educational Needs. Each child's progress is monitored carefully and reviewed regularly. Parents are kept informed about progress and are involved as appropriate in the review of their child's work.
  
10. In lessons, children with special educational needs receive the help and support they require. Their contributions are valued, they experience success and, as a result, their self-esteem is high. Support staff show good skills in working with them in a sensitive but firm manner.
  
11. The co-ordinator for special educational needs is well qualified and experienced in this area of work. She is released from class teaching for one afternoon each week to assess children, check records and see parents. In addition, she has three quarters of an hour each week to work with junior children and check the use of children's individual education plans at the junior stage. She successfully ensures that teachers and support staff have a clear understanding about the children's targets and how they can best be reached.

**Children's behaviour and attendance are very good. They are keen to learn and they work hard.**

12. Children behave very well in lessons and around the school. They can be trusted to behave even when not directly supervised by an adult. They listen attentively to instructions and follow them carefully. At the end of play and lunch times they move back into school in a very orderly manner and this sets a good tone for lessons to come. Children treat the school's property and resources with respect. They are polite, friendly and helpful to each other and adults. They are happy to talk to visitors about themselves and their interests and they are proud of their school. For example, in answer to a question, a group of older children enthusiastically explained the significance of the school badge. No incidents of bullying were observed during the period of the inspection and there have been no exclusions throughout the time the present headteacher has been in post. A 'Positive Behaviour Programme' has been introduced successfully. It includes an award system which the children like. During whole school assemblies they are presented with written certificates for good behaviour. Parents now see a more consistent approach by staff to any incidents that arise. They see this as a much needed improvement, although the previous inspection found children's very good behaviour to be a strength of the school.
13. Children enjoy school and arrive on time. Teachers make a prompt start to lessons throughout the day. In the academic year 1999 to 2000, the attendance rate was 96.6% which was very high. There were very few unauthorised absences. This significantly enhances children's achievement. During the period of the inspection there were abnormally severe weather conditions with heavy rain and flooding, yet attendance rates were still very high indeed. This was a credit to the school and to the children. Their behaviour during this anxious period showed a mature approach and helped the school deal with the difficulties effectively.
14. The last inspection found that children had very positive attitudes towards their work and this continues to be so. In class, they concentrate well and show a keen interest in the tasks they are doing, trying hard to do their best. There is a high level of participation in lessons with most children showing an eagerness to contribute and real enthusiasm for their work. Children listen carefully to their teacher, and each other, and contribute well during discussions. An example of this was when older children were discussing the character of Snargets from the story "Stig of the Dump". They showed a good understanding of the characters and an enjoyment of the story.
15. As at the time of the previous inspection, the very good behaviour, attendance and attitudes of the children make a significant contribution to the ethos of the school, the standards of attainment and the quality of education provided.

**Moral and social development successfully underpins the daily life of the school. Children are given good opportunities to exercise responsibility.**

16. The previous inspection found moral and social development to be significant strengths of the school and this continues to be so. They make important contributions to the ethos of the school and the quality of education it provides. This is because they help create a community in which children are trusted to do what is right and to respect the views and property of others. Parents are very pleased with this area of the school's work.
17. Features of the very good ways in which the school promotes the children's moral and social development include:
- the successful fostering of values such as honesty, fairness and respect for truth. Children respond positively to these values and adopt them as part of community life;
  - the emphasis on working together in lessons. Group work in literacy and numeracy is organised effectively. Children from different age groups co-operate with one another and settle quickly to work;
  - the very good relationships most children have with each other and with adults. This is most apparent during lunch times which are very pleasant occasions;
  - an emphasis on the need to share. Examples of this were seen in the general use of resources and also in a shared reading session with infant children. The manner in which the children helped and encouraged one another whilst reading was a pleasure to observe;
  - daily whole school assemblies which successfully reinforce the school's aim of providing a caring and stimulating environment. The assemblies are pleasant occasions with good opportunities for children to share and acknowledge the achievements of others. An example of this was seen when a group of children and a teacher played guitars to introduce an assembly. The other children clearly enjoyed their efforts and applauded spontaneously when they had finished;
  - very good links with the local community and visits for the children to places of interest, such as the parish church, a farm and industrial sites;
  - a range of activities available for children at lunch times and after school. These vary, but have included recorder, guitar, football, art and cycling proficiency.
18. Children are given good opportunities to exercise responsibility and this is a significant improvement since the last inspection. In lessons, they are enabled to research information for themselves, such as when studying life in a small village in Pakistan. All children are expected to get out and put away resources when necessary. Homework is used effectively to challenge their thinking and to carry out simple research. For example older children were asked to use the Internet to find answers to the question, "What causes a pulled muscle?" Outside lessons, children are also helped to take responsibility and enjoy doing so. They quickly and sensibly rearrange furniture to enable assemblies and mid-day meals to take place. After the meals, older children help vacuum the floor ready for afternoon lessons.

## **WHAT COULD BE IMPROVED**

### **The way in which the headteacher deals with parental concerns**

19. The headteacher has a heavy teaching commitment. Together with staff and governors, he has worked successfully to implement recommendations made in the previous report. A strong emphasis has rightly been placed on raising standards, and the effective introduction of the national literacy and numeracy initiatives is helping to bring this about. The daily management and administration of the school is good and enables everyone to get on with their job. This was evident during the period of the inspection when severe weather conditions made life difficult for everyone. In spite of this, the school managed to adhere to its normal routines and lessons proceeded as usual.
20. Staff work hard to overcome difficulties with accommodation. Privacy is almost impossible as the headteacher has no separate office and a small alcove serves as a staff room.
21. The school communicates regularly with parents through helpful newsletters and informative reports. However, the inspectors' meeting with parents and an analysis of completed questionnaires, show a significant number of them feel uncomfortable about raising issues and that their concerns are not always followed up effectively by the headteacher. Some parents also feel unhappy about the number of children withdrawn from the school recently. There is clearly scope to improve the partnership with parents so that they are confident their concerns will be followed up and they will be informed of outcomes. The governing body is aware of the situation and keeps it under review. It has set up a parent/governor liaison group to which parents can turn for help. It consists of three governors, including the vice-chair who is a parent governor and another parent governor who visits the school regularly. Parents have been informed of this group. In addition, the headteacher has established a system of monthly 'surgeries' during which he is available for parents to discuss their concerns. Members of the liaison group are willing to attend these surgeries with parents, if it is felt this would be helpful. As yet, parents have not taken advantage of these initiatives.

### **Standards in writing**

22. Throughout the school sufficient time is given to writing across the curriculum and children learn to see it as a source of enjoyment. However, many of them give short factual answers when writing, but find it difficult to extend these fluently to include ideas, preferences and experiences of their own. The school is aware of this shortcoming and has made the improvement of children's skills in extended writing a priority within its development plan. Literacy targets have been set for each child, but these have not yet had time to raise the standards in writing significantly.
23. Reception children are encouraged to write their letters correctly and are beginning to build up simple sentences. Their efforts are reinforced through attractive classroom displays that promote literacy skills, for example the use of captions and word lists such as days of the week and months of the year. The written work of the seven year old children usually shows a satisfactory grasp of the spelling of simple and common words. Most use full stops and capital letters correctly and have a level of handwriting skill typical of children of this age. They are helped to make choices about vocabulary and in one literacy lesson they successfully used words such as 'selfish', 'horrible' and 'naughty' when constructing sentences to describe a bear. Previous writing includes a description of a farmyard and accounts of a visit to a zoo. However, scrutiny of their work over time shows there is sometimes an over use of work sheets in Year 2 that limits chances for them to extend and develop their writing skills. When this happens, children do not progress as fast as they might. Not enough opportunities are provided for them



to plan and review their writing and to assemble and develop their ideas for a range of different readers.

24. Currently, the school has only a small number of Year 6 children. Their spelling of regular and common words is satisfactory and they use dictionaries with confidence. Their knowledge of punctuation and grammar is also satisfactory. In one lesson, children showed a growing understanding of the use of apostrophes and exclamation marks. Handwriting is mostly neat and joined. Children take care with the presentation of their work and are learning to write in different ways for different purposes, for example, advertisements, stories and reviews. Previous work includes some good recording of science work on forces, as well as descriptions on 'how to put on a sock'. However, not enough attention is given to planning, drafting and revising written work. Their writing is not often lively and thoughtful. It lacks imagination and ideas are not sustained and developed enough.

### **Standards in information and communication technology and its use to enhance learning across the curriculum**

25. The improvement of the provision of information and communication technology is rightly a priority in the school's development plan. A new policy for the subject has been agreed and resources have been improved recently to a satisfactory standard. The main suite of computers is sited in the classroom for older children, but there are also computers in the other teaching areas. Staff have undergone training which has enabled them to use a range of software and to consider ideas about how programs could be used. However, these initiatives have not yet had time to impact significantly on the raising of standards. Information and communication technology is timetabled in each class, but not enough is done to ensure its use in literacy and numeracy lessons and across the curriculum generally. During the period of the inspection, children were observed using computers in only one lesson. Scrutiny of children's previous work and of displays around the school indicate that the use of information and communication technology to enrich and extend children's learning is limited.
26. Infant children use computers to draw pictures, such as fireworks. They learn to spell and write simple sentences, and to play games such as those linked to number work. Junior children know how to use the Internet to find information, for example about their science work. They word process stories and other written work such as that on animals, but do not make enough use of spelling or grammar checks or other resources, such as pictures or different styles of text, to enhance their work. They use the mouse with confidence and in a music lesson they successfully accessed a program to compose simple tunes. However, the children have not covered enough work to give them in depth knowledge and skills. For example, children make little use of spreadsheets to compile graphs and interpret data.
27. The lack of time for work on computers makes it difficult for children to develop skills systematically. Many children have computers at home, but skills acquired there are not used enough in schoolwork. Teachers agree that their knowledge of information and communication technology and their confidence in using it, need to be improved still further before best use can be made of the school's new resources.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to build on the standards already being achieved and further develop the good quality of education being provided, the headteacher, governing body and staff, as appropriate, need to:

- (1) improve the way in which the headteacher deals with parental concerns by:
  - (a) enabling parents to feel more comfortable about raising issues;
  - (b) ensuring that they are kept informed about how concerns are followed up;
  - (c) continuing the parent/governor liaison group and the headteacher's monthly surgeries which have the potential to be good vehicles for handling concerns;

Paragraphs: 19 - 21

- (2) raise standards in writing<sup>2</sup>. This can be done by:
  - (a) reducing the use of worksheets in Year 2 which limit chances for children to extend and develop their writing skills;
  - (b) providing more opportunities for children to plan, draft and review their written work;
  - (c) ensuring that children keep in mind reader reaction;
  - (d) increasing opportunities for extended writing and encouraging children to sustain and develop their ideas;

Paragraphs: 22 - 24

- (3) promote higher standards of achievement in information and communication technology<sup>3</sup> and its use to enhance learning across the curriculum. This can be done by:
  - (a) raising still further teachers' confidence and knowledge in information and communication technology;
  - (b) providing more opportunities for children to use computers in literacy and numeracy as well as other areas of the curriculum.

Paragraphs: 25 - 27

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<sup>2</sup> This is included in the current school development plan.

<sup>3</sup> This is included in the current school development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	3

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	20%	60%	20%	0%	0%	0%

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	45
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	12

#### 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	8
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Results which normally appear here, are not published as the number of children taking the tests is less than 10 and individual children could be identified.

### **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	43
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 – Y6**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	14.1
Average class size	22.5

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

Total number of education support staff	3
Total aggregate hours worked per week	36

#### **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	128,549
Total expenditure	127,685
Expenditure per pupil	2,504
Balance brought forward from previous year	21,926
Balance carried forward to next year	22,790

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	45
Number of questionnaires returned	21

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	48	19	0	0
My child is making good progress in school.	24	62	10	0	5
Behaviour in the school is good.	38	57	0	0	5
My child gets the right amount of work to do at home.	19	67	14	0	0
The teaching is good.	43	43	10	0	5
I am kept well informed about how my child is getting on.	43	33	24	0	0
I would feel comfortable about approaching the school with questions or a problem.	33	33	19	10	5
The school expects my child to work hard and achieve his or her best.	48	48	5	0	0
The school works closely with parents.	24	48	19	10	0
The school is well led and managed.	24	52	10	10	5
The school is helping my child become mature and responsible.	24	57	5	0	14
The school provides an interesting range of activities outside lessons.	24	43	33	0	0