

# INSPECTION REPORT

## **LAMBTON PRIMARY SCHOOL**

Washington

LEA area: Sunderland

Unique reference number: 108817

Acting Headteacher: Mrs Susan Bell

Reporting inspector: Mrs Sonja Öyen  
7167

Dates of inspection: September 18<sup>th</sup> - 19<sup>th</sup> 2000

Inspection number: 225145

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Caradoc Close  
Lambton  
Washington  
Tyne and Wear

Postcode: NE38 8PH

Telephone number: 0191 2193750

Fax number: 0191 2193753

Appropriate authority: Governing body

Name of chair of governors: Mrs Linda Williams

Date of previous inspection: 3.2.1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs Sonja Öyen OIN 7167	Registered inspector
Mr Ernest Marshall OIN 14141	Lay inspector
Mrs Fran Gillam OIN 21498	Team inspector
Mr Derek Pattinson OIN 19120	Team inspector

The inspection contractor was:

Schoolhaus Ltd  
Suite 17  
BPS Business Centre  
Brake Lane  
Walesby  
Nottinghamshire  
NG22 9HQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Lambton Primary School is in Lambton village, part of Washington New Town to the south west of Sunderland. As in other local schools, pupil numbers have fallen since the last inspection in 1997 and now stand at 227. The differing number of pupils in each year group means there are three classes with mixed age groups. At the time of this inspection the Local Education Authority was consulting all parents about the reorganisation of school places. Most pupils come from rented or private housing close to the school. The number of pupils eligible for free school meals (31%) is above the national average. Forty-two pupils (16%, below the national average) are identified as having special educational needs mostly learning difficulties, speech and behaviour problems. One pupil has a statement of special educational need. The nursery has part time places for 26 children in the morning and afternoon. On entry to school, the attainment of the pupils is higher than the local average and close to the national average. Two pupils have English as an additional language but neither requires external support.

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

Lambton is a caring school with many strengths. The pupils get off to a good start in the nursery and reception years because of the good teaching. Their rate of progress varies between the ages of six and eleven due to differences in the quality of teaching. However, pupils do well in the national tests and standards are much higher than in most similar schools. The acting headteacher provides good leadership but other key staff members are less effective. Overall, the school gives sound value for money.

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

The school prepares pupils well for the national tests at age 11 and results are very good especially in English and science.

The youngest pupils achieve well. They find learning exciting due to good teaching and a rich programme of experiences.

The school's caring and supportive atmosphere fosters pupils' love of school.

All get on well together and the pupils generally show good behaviour in and out of school.

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

The quality of the teaching to that of the best in the school.

The greater use of assessment information to identify what pupils should learn next.

The achievement of the more able pupils in lessons.

The impact of key members of staff in leading the school forward.

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

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

Improvement has been satisfactory in the ten terms since the last inspection in 1997. Standards have risen in the last three years and subject programmes now guide teachers' planning. Standards are now satisfactory in information and communication technology but pupils are still not gaining enough experience in using computers and other equipment to support their learning. Uncertainty over the school's future and changes in personnel has affected progress in other key issues. The deputy headteacher has held the position of acting headteacher for three terms and the governing body will appoint a new headteacher this term. The management team's limited experience and expertise has slowed the pace of improvement but staff and governors are beginning to develop a more rigorous, systematic and shared approach to school improvement.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	A	A*	well above average    A above average        B average                    C below average         D well below average    E
Mathematics	A	B	A	A	
Science	A	A	A	A*	

The school's results in English and science in 1999 placed it in the highest five per cent of similar schools nationally. In science, six out of ten pupils reached the level higher than that expected for their age. In the 2000 national tests the school has sustained high standards in science and raised the standard in English. There was a slight dip in mathematics. However, a scrutiny of pupils' work from the last school year and pupils' achievement in lessons does not show the same high levels of attainment indicated by these results. The work done in booster classes prepares the pupils well for the tests. Year 6 pupils' current attainment indicates that the targets for 2001 in English and mathematics are too high. The youngest children get off to a flying start. By the end of the nursery and reception years many are showing knowledge and skills higher than expected for their age especially in personal, social and emotional development and in literacy and number. They continue to make at least satisfactory progress at Key Stage 1 but the more able pupils do not always achieve well enough, especially in writing. Progress in science is good due to the enthusiasm and knowledge of the Year 2 teacher. At Key Stage 2, pupils continue to make at least satisfactory progress over time and good progress in Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy school and are generally keen to learn. They work hard especially when their interest is caught.
Behaviour, in and out of classrooms	Generally good; almost all show good self-discipline and behave well.
Personal development and relationships	Good; pupils get on well with others. They are confident and happy. Older pupils take interest in what the younger ones do.
Attendance	Satisfactory.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

*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.*

Of the 11 teachers, two were newly qualified, two were temporary and two were teaching year groups new to them. As the inspection took place in the third week of the school year several teachers were still working hard

to organise ways of working. Teaching is at least satisfactory in 94 per cent of lessons, good in just over a third and very occasionally it is very good. The six per cent unsatisfactory teaching seen was at Key Stage 2.

The good teaching for children in the nursery and reception years accelerates the children's progress and the children find learning fun. The staff provide an exciting range of things for the children to do. As a result the children are highly motivated and get off to a good start especially in reading, writing and number. The quality of teaching in the literacy and numeracy hours at Key Stages 1 and 2 is satisfactory overall but is not consistently strong enough to build on the good start and ensure that all pupils achieve well. Although there is good teaching at Key Stage 1 in just under half of lessons, it is less frequent at Key Stage 2. Many lessons lack drive and the activities often are too easy for the more able pupils while those with special educational needs need help to succeed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the programme of extra curricular activities is limited given the school's size.
Provision for pupils with special educational needs	Satisfactory; pupils are often given support by an adult but not enough is done to ensure that the tasks take pupils' needs fully into account.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; the acting headteacher takes a strong lead in expecting the pupils to consider others and to behave sensibly and responsibly. Opportunities are missed to develop pupils' awareness of their own achievements and to alert them to the multicultural nature of society.
How well the school cares for its pupils	Most support and teaching staff know the pupils and their families really well. They have the pupils' interests at heart.

The curriculum is broad and balanced. All subjects, including religious education are taught. The school successfully meets its aim of providing *"a safe, happy, well ordered community in which children can be valued as individuals."*

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the acting headteacher is providing effective leadership and is moving the school forward. Other key staff members are less active in managing change.
How well the governors fulfil their responsibilities	Satisfactory; governors are very supportive and are beginning to look more critically at the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory; the school looks carefully at its results and compares itself with others; however, there is not enough information on what works well and what does not, especially in teaching, to help identify what needs to be done to improve.
The strategic use of resources	Satisfactory; careful use has been made in recent years of a tight budget and additional grants to ensure value for money.

The school is spacious and very well maintained. It is light, airy and in pleasant surroundings. The fall in pupil numbers means that pupils and staff benefit from having rooms available for group 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"> <li>• Their children are happy and like school.</li> <li>• They find it very easy to talk to the acting headteacher and other staff.</li> <li>• The acting headteacher has given stability to the school.</li> <li>• The teaching is good.</li> <li>• The school has high expectations of their children who make good progress.</li> <li>• The children are expected to behave well and the school helps them become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities for their children outside lessons especially for the younger children.</li> <li>• The frequency and amount of homework.</li> <li>• Information about how their child is doing.</li> <li>• Better links between school and families.</li> </ul>

The inspection team do not wholly agree with the parents' views. The school tries hard to keep parents informed about events and the children's progress. Few parents attend school consultation and information meetings although events such as concerts are well attended. All parents have received information about the homework schedule for this year and this is in line with national guidelines on amount and frequency. However, not all teachers are following this consistently. The school is trying to involve parents and other agencies in developing a programme of extra activities. Although the new "Fit for fun" class after school was well attended, staff have been disappointed in the past by the low number of children who continue to attend clubs regularly.

## **PART B: COMMENTARY**

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

**The school prepares pupils well for the national tests at age 11 and results are very good especially in English and science.**

1. In the 1999 Key Stage 2 national tests, standards in English, mathematics and science were well above both the national average and the average for schools in similar areas. Most pupils attained Level 4 as expected for their age. In English and science, the good number of pupils who reached the higher Level 5 raised the school's overall standard and placed it in the top five per cent of similar schools.
2. In this year's national tests, the school's results show that the high standards have been sustained in science. Nearly all pupils reached Level 4 and six out of ten attained Level 5. In English, high standards have also been maintained but with an increased percentage of pupils reaching Level 5. In mathematics, there has been a slight dip in standards and pupils have not made the same gains in higher attainment as seen in the other two subjects.
3. Standards have risen considerably since the last inspection in 1997. This is due to more focussed teaching, especially in Year 6, and amendments to the curriculum using information from an analysis of weaknesses in pupils' performance. The acting headteacher confirms that revision periods and booster classes have been particularly effective in ensuring that pupils are aware of key information and are well prepared for the tests. This accounts in large part for discrepancies in teachers' assessments of pupils' attainment and the test results.
4. In 1999, standards at the end of Key Stage 1 were in line with all schools in reading and above in writing and mathematics. When compared with similar schools standards were high in all three subjects. In this year's tests, standards have largely been sustained although there was a fall in the percentage of pupils doing really well for their age in reading. Teacher assessments indicate that good standards have also been sustained in science.
5. Throughout the school, pupils show good skills in expressing their ideas. They are fluent conversationalists and like performing. Year 1 and 2 pupils enjoyed taking the roles of the characters in "Chicken Licken". Pupils' easy use of language is also seen in their reading and writing. Many read with expression, enthusiasm and a good sense of the storyline. One Year 2 pupil used her awareness of the plot to elongate the word "squeezed" and also knew that she must emphasise "*too dear*" as it was in italics. Pupils develop an appreciation of different authors such as Roald Dahl and R.L. Stine and their styles. They draw on what they read and say in their writing. For example, Year 2 pupils used appropriate sequence terms such as "secondly" and "finally" when writing a list of instructions to make dough. Year 6 pupils confidently used phrases such as "great warriors are acting as Britain's shield" when writing their own war poems.
6. The pupils make good progress in learning the features of different types of writing and are quick to latch onto aspects such as bullet points. The work done in literacy hours has a positive effect. Pupils learn the key elements of formats such as reports, letters of complaint, character sketches and stories. Year 5 pupils' reviews of "Harry Potter and the Philosopher's Stone" gave a real flavour of the book and Year 6 pupils' obituaries of footballers drew on relevant clichés. Many of their stories have good opening paragraphs and use language confidently for effect and drama as in "*and so tomorrow came.*"
7. Pupils' work is usually neatly presented and by the end of Year 6, pupils write legibly in a joined style, set out their work in paragraphs, spell most frequent words accurately and use appropriate punctuation.

8. Pupils make good progress in dealing with the four rules of number both mentally and on paper. Year 6 pupils have a sound understanding of place value and many check their findings by applying inverse operations. They are familiar with ways to measure length, time, area and volume. Work in the numeracy hour is helping pupils to use a range of strategies to work out and apply numbers and also to help pupils explain their thinking. Year 2 pupils realised that they could add 10 and subtract 1 when adding nine. Similarly, Year 6 pupils knew that three times 1999 was approximately 6000 “because 1999 is almost 2000”.
9. Pupils have good scientific knowledge. They remember well facts and appropriate scientific terms. Year 3 pupils used “repel” and “attract” when discussing work on magnets done the previous week. Pupils learn how to predict, to carry out investigations and how to record their findings. Year 2 pupils used tallies and block graphs to find out the most and least popular fruits in their class. More able Year 6 pupils explained well why using the same compost, same size of pot and same amount of water constituted a fair test in their plant growth experiments.

**The youngest pupils achieve well. They find learning exciting due to good teaching and a rich programme of experiences.**

10. The nursery and reception year teachers and nursery nurses have a good understanding of how young children learn. They have drawn on recently issued national guidance to reaffirm their practical approach to teaching and learning. All place an appropriately high emphasis on children learning through play and experience and they provide a rich programme of activities which interest and motivate the children. This is at its best in the class for reception children where the rooms have been extremely well organised to provide a vast range of practical activities. The teacher shows much flair and imagination in the way she uses a theme such as “Journeys” to catch the children’s interest and to promote their learning. During the inspection the children bought tickets to travel on Maisie’s bus, pretended to be astronauts in the space station and created their own space scenes. The children were excited and highly involved.
11. All the staff plan and prepare carefully. They observe the children and note evidence of their attainment and progress. They place high store on talking with the children, working with them and valuing their efforts. This not only develops very good relationships between the staff and the children but also ensures that the children know how to use equipment and are willing to have a go. Nursery children had quickly grasped how to use the carpentry keyboard attached to the computer and were able to explain how they needed to use the hammer and saw to mend the broken fence in the picture.
12. As noted in the last inspection, a common strength is the highly effective way the staff promote the children’s personal, social and emotional development through good organisation of resources, well established routines and caring but firm management of the children. They set out to develop the children’ independence and self-reliance and have very high expectations of the children’s behaviour. All use praise, encouragement and example well to show the children what they expect. Although the children were only attending part-time, they were quite confident in organising themselves. Nursery children replaced their painting aprons when they were finished and reception year children tidied away sensibly and responsibly.
13. The children find learning fun. They make good progress in all areas of learning but especially in language and literacy, mathematical development and personal, social and emotional development. Evidence from the inspection indicates that the good start in the nursery and the continued good progress in the reception year ensure that when they move into Key Stage 1 most of the children will have attained the standard expected for their age and many will reach a higher standard. They are quick to learn songs and rhymes, remember well characters and storylines, recognise numbers and show developing skills in handling tools and small pieces of equipment.

14. When the teaching is very good the children make marked progress. The reception teacher's skilful questioning and temporary loss of memory allowed the children to show what they remembered about "Sailor Bear" and to discuss what he did. They were totally engrossed in the story telling and sat quite still for well over 20 minutes. On another occasion the children were easily persuaded to help Joe the puppet read and sort out sentence cards. In this short session, many children realised the repeating phrase "Here is a .." and began to look at initial letters to work out the name of the object.

### **The school's caring and supportive atmosphere fosters pupils' love of school.**

15. In their responses to the questionnaire and in discussion with inspectors, the parents commented positively on the way "the staff have time for the children". The parents also appreciate the way the acting headteacher joins the pupils and parents on the playground at the start and end of the day, and chats to parents about things their children have done. They rightly see this as part of the family, caring atmosphere in the school. The acting headteacher knows all the pupils and sets a good example in praising and encouraging them. All teaching and support staff show a similar supportive interest in the pupils' welfare. They want the pupils to do well and often share this wish with them. The Year 2 teacher sensed the pupils' anxiety about tackling something new in science. Her quiet but firm reassurance gave them the confidence to start.
16. The pupils say that they like school and nearly all parents who returned a questionnaire agreed with this. Parents also commented on how some of the younger children were enjoying school so much that they already wanted to stay full time. The home visits, open days and introduction to school dinners in the summer term were seen as welcome initiatives by the parents of nursery children. The children were introduced smoothly to nursery and school life and consequently settled very well.
17. In several lessons at Key Stages 1 and 2, the pupils were surprised when it was tidying away time and wanted to complete their work. Pupils are keen to be involved and relish being given jobs to do. Older pupils take their school jobs very responsibly and some talked of coming to school early to make sure they got their job done properly. In nearly all lessons the pupils showed a positive attitude to work. Even when the tasks were mundane and unchallenging, they tried their best. In "good work" assemblies the pupils were confident to talk about what they had done and showed evident pride in their achievements.

### **All get on well together and the pupils generally show good behaviour in and out of school.**

18. A continuing strength from the last inspection is the way the pupils get on well with adults and each other. They are friendly and interested in what others have done. They often help one another and are quick to acknowledge others' success. Even the youngest children in the nursery mix well and are learning to share and take turns. This positive approach is also evident in other classes but is at its best where the teachers have organised their rooms carefully to ensure that the pupils can help themselves. Pupils in Years 2 and 6 know exactly where things are kept and what is expected of them in class. They show confidence in getting what they need and in helping each other to resolve problems.
19. The pupils generally behave well in and around school. Given the vast area of corridors and space the pupils move sensibly around school and cope well with the steps, doors and changes in level. Most can be relied on to behave responsibly even when there is not an adult present. The pupils respond well to firm discipline. They know the class and school rules such as bringing a pass from the lunchtime supervisor to go back into school as older pupils act as stringent doorkeepers. Several teachers show good skills in handling pupils who find it hard to maintain a good level of behaviour. The close supervision and support for these pupils in some subjects ensures they behave acceptably in class. This was a key issue in the last inspection.

## WHAT COULD BE IMPROVED

### The quality of the teaching to that of the best in the school.

20. The overall quality of teaching is not as good as reported in the last inspection. Although the percentage of satisfactory teaching remains the same, the percentage of good and very good teaching is lower. This inspection took place early in the school year and all teachers were still developing relationships with the pupils and establishing classroom routines. While the strengths outweighed the weaknesses in all lessons but two, there were weaknesses in the teaching that over time would have a negative impact on pupils' learning and attainment.
21. At the time of the inspection two newly qualified and two temporary teachers accounted for a third of the teaching staff and the acting headteacher and mentors were providing much personal and professional support. These teachers were still settling in to school life and establishing patterns of working with their classes. However, the quality of their teaching varied and was not always strong enough to ensure the pupils learnt well and built on what they already knew especially in literacy and numeracy. Some of the weaknesses in their teaching were also evident in other classes.
22. Common weaknesses in teaching lie in the varying quality of the management of pupils, the pace of lessons and the teaching of skills and strategies. Not all teachers have clear classroom codes of conduct and efficient patterns of organisation. Given that pupils have been used to literacy and numeracy hours in the last school year, few were observed where there was a smooth, quick transition from class to group to class work.
23. In the two unsatisfactory lessons seen at Key Stage 2 for Year 4 and 5 pupils, unnecessary time was lost as materials were found and given out; the pace slowed as pupils were unsure of what to do and the teachers missed opportunities to work closely with pupils to ensure that they used and developed appropriate skills and strategies. As a result, pupils made little or no progress in their learning and the quality of their behaviour and response deteriorated. This compares unfavourably with good lessons in other classes where the teacher's enthusiasm, well expressed sense of purpose, clear explanations and good management of resources and time ensured pupils' high level of involvement and consequent good progress.
24. A scrutiny of pupils' work from last year shows that in many subjects, too many teachers rely heavily on published worksheets as tasks for pupils to complete or on passages for them to copy rather than use practical experiences as seen in the best teaching in the school. In some cases this reflects teachers' insecurity in the subject. Not all teachers organise their rooms well enough to support and promote the pupils' learning such as having frequently used words easily visible and having dictionaries easily accessible to encourage pupils to check their spelling and to look up what words mean. Similarly, not all teachers display prominently class and group targets to remind pupils of what they need to achieve.
25. Not enough time has been given to observing the quality of teaching, especially in literacy, numeracy, science and information and communication technology, to identify common strengths and weaknesses and to set in place strategies to raise the overall quality. While the acting headteacher observed each teacher teaching last term, other senior staff and co-ordinators are not yet involved in the process.

### **The greater use of assessment information to identify what pupils should learn next.**

26. In the last inspection a key issue was to improve the quality of the annual report. While the teachers now report on all subjects, there are still differences in the quality of their comments on how pupils have improved and what they need to do next. This is also an area for improvement in teachers' planning. Not all teachers use the available information to guide their planning. This is a particular concern in classes where there are mixed age pupils. Too often the teachers treat the class as one group and expect the more able pupils to do more. In the better lessons, however, the teachers appreciate the differing levels of attainment within the class and set tasks with different starting points or make it clear that they have different expectations of the different attainment groups.
27. In the better literacy and numeracy hours, the teachers use the end plenary time well to review what has been learnt. They then use this information to amend their plans for the next session. Such lessons are few. In other subjects, all pupils are often expected to achieve the same outcome irrespective of what they already know and can do, and there is little evaluation of what pupils have achieved.
28. The acting headteacher has introduced a comprehensive set of procedures to track the pupils' progress using test results and also to predict attainment and set targets. However, the implications of target setting are not fully realised in teachers' planning nor in their marking. A scrutiny of pupils' work shows that there are inconsistencies in how teachers respond to and mark pupils' work. Not all comment on how well the pupils have met the criteria for the task, such as writing a science report, nor indicate what they can do next time to improve. The teachers are not giving sufficient thought and focus to sharing the purpose of lessons with the pupils and showing how these link with class, group and individual targets. Although a period of time is set aside in the morning for Key Stage 2 pupils to reflect on their work, this is not being used to advantage to help pupils realise what they have achieved and what they need to learn next.

### **The achievement of the more able pupils in lessons**

29. While the more able pupils achieve well in reading and in tests, especially the end of Key Stage 2 tests, their high achievement is less evident in their work in lessons or in their books. They get off to a good start in the nursery and reception year where the activities allow them to work at their own level. In other year groups, although pupils are grouped by attainment for literacy and numeracy, the task is often the same for the more able as it is for others. In several literacy and numeracy hours the task was well within the capability of the more able pupils. The pupils' positive attitude to work ensured that they worked quietly on the task but found it easy. The teachers do not always capitalise fully on the pupils' ability to make quick connections between new and known information and raise the challenge for them. A scrutiny of pupils' books from last year shows little use of individual projects, self-study or the use of information and communication technology as a learning tool in literacy or numeracy.
30. The teachers' expectations are not high enough. At Key Stage 1, the more able pupils do not make enough progress in writing. They write longer stories and improve in spelling words accurately but do not acquire joined handwriting or the use of more complex sentences, punctuation, conversation and more formal story language which would ensure they attain a high level for their age. At Key Stage 2, there is little evidence in pupils' books to show that pupils are set increasingly challenging tasks. Consequently their progress varies.

### **The impact of key members of staff in leading the school forward**

31. The appointment of the deputy headteacher to the post of acting headteacher has exposed weaknesses in the leadership and management skills of other senior staff. At the time of the inspection this was compounded by the temporary absence of the English co-ordinator. The

school has been slow to develop the professional and management skills of subject co-ordinators. All lack experience and expertise in carrying out a programme of improvement particularly in using evidence from a range of sources to identify what is working well, what is not and how this affects standards and the quality of pupils' learning.

32. Although the acting headteacher has made good strides in developing monitoring and evaluation systems and has identified appropriate priorities and a programme of action in the short term, co-ordinators have yet to adopt the same active approach. They check coverage of their subject but in too many cases, they have insufficient information on standards and on how the subject is taught throughout the school to allow them to evaluate critically how things can be improved. This also means they do not have a shared overview of common school strengths and weaknesses and key factors. They rely too heavily on the acting headteacher to direct their work.
33. The acting headteacher has tried to raise the awareness and profile of the senior management team by giving them "deputy headteacher" responsibility on a rolling basis. During the inspection however, it was difficult to see how this arrangement was providing support to the acting headteacher, to the newly qualified and temporary members of staff or contributing to the day-to-day management and running of the school.
34. The appointment and training of new governors is strengthening the governing body's critical role in holding the school to account. Whilst governors have a good awareness of the school's strengths and weaker areas, they lack formal systems and procedures to track the effectiveness of the school and to evaluate the success of the school development plan.

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

35. Regularly monitor and evaluate the quality of teaching and learning in order to identify what works well and what needs to be improved, particularly in meeting the needs of all pupils and managing their learning.
36. Improve the use of information from assessment to ensure that pupils' work builds consistently on what they know and can do.
37. Raise the achievement of the more able pupils throughout the school by providing greater challenge in lessons, especially in literacy and numeracy sessions.
38. Clarify the roles, responsibilities and management skills of governors, senior managers and co-ordinators to ensure that they play an effective part in moving the school forward and in raising standards.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

31

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

20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	36	52	6	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)	26	227
Number of full-time pupils eligible for free school meals	n.a.	70

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	3	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	22

### Attendance

Authorised absence	%
School data	94.9
National comparative data	94.1

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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



## Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	12
	Girls	18	18	18
	Total	27	27	30
Percentage of pupils at NC level 2 or above	School	90 (87)	90 (96)	100 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	12
	Girls	17	17	17
	Total	26	27	29
Percentage of pupils at NC level 2 or above	School	87 (87)	90 (87)	97(91)
	National	82 (81)	86 (85)	87 (86)

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

## Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	28	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	30
	Girls	28	25	28
	Total	53	50	58
Percentage of pupils at NC level 4 or above	School	90(93)	86(75)	98(81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	31
	Girls	23	24	27
	Total	48	50	58
Percentage of pupils at NC level 4 or above	School	81(86)	85(75)	98(93)
	National	68 (65)	69 (65)	75 (71)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	227
Any other minority ethnic group	0

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

**Teachers and classes****Qualified teachers and classes: YR- Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22.7
Average class size	25.22

**Education support staff: YR-Y6**

Total number of education support staff	5
Total aggregate hours worked per week	118

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	27

Number of pupils per FTE adult	13
--------------------------------	----

*FTE means full-time equivalent.*

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	1999/00
	£
Total income	511458
Total expenditure	496206
Expenditure per pupil	1838
Balance brought forward from previous year	-8143
Balance carried forward to next year	7109

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	117

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	2	1	1
My child is making good progress in school.	39	53	6	1	2
Behaviour in the school is good.	45	45	4	0	6
My child gets the right amount of work to do at home.	18	46	20	3	13
The teaching is good.	41	54	3	0	2
I am kept well informed about how my child is getting on.	31	49	14	2	4
I would feel comfortable about approaching the school with questions or a problem.	53	41	4	0	2
The school expects my child to work hard and achieve his or her best	44	53	2	0	2
The school works closely with parents.	34	49	11	1	5
The school is well led and managed.	43	47	4	0	6
The school is helping my child become mature and responsible.	37	57	4	0	2
The school provides an interesting range of activities outside lessons.	10	27	34	5	25

### Other issues raised by parents

Satisfaction with the programme to introduce the nursery children to school.  
 Concern over the pattern of part time schooling for the reception children.  
 Low attendance of many parents at formal meetings.