

INSPECTION REPORT

MILE OAK PRIMARY SCHOOL

Portslade, Brighton

LEA area: Brighton

Unique reference number: 114430

Acting Headteacher: Mrs L Knibb

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 17th – 18th June 2002

Inspection number: 230448

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Graham Avenue Portslade Brighton East Sussex
Postcode:	BN41 2WN
Telephone number:	01273 294880
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor H D Steer
Date of previous inspection:	December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mile Oak Primary School is situated in the Portslade district of Brighton and Hove. It is a much larger than average sized primary school, with a total of 549 pupils on roll, including children in reception. A small minority of pupils come from other ethnic groups. Eleven pupils have English as an additional language of whom five receive specialist funding for their learning. There are 112 pupils on the school's register of special educational needs; this, as a proportion, is not significantly different from the national average. Eight pupils have a statement of special educational need; this is slightly above average. Currently, 107 pupils are entitled to free school meals; this is average. Children enter school with standards which are well below average for the local education authority. The school has had an acting headteacher for the past year pending a permanent appointment in September 2002.

HOW GOOD THE SCHOOL IS

This is a good school which provides its pupils with an effective quality of education. By the end of Year 6, standards in English, mathematics and science are above average; in art and design, standards are very good. Pupils' attitudes to work, behaviour and relationships are good. Teaching in reception and in Years 3 to 6 is good and contributes significantly to the standards achieved. The leadership and management of the acting headteacher are good. The acting deputy headteacher and senior management team provide the headteacher with good support; they are an effective team. Learning support assistants make an effective contribution to pupils' learning. The administrative staff play a significant role in the efficient day-to-day running of the school. The school provides good value for money.

What the school does well

- By the end of Year 6, standards in English, mathematics and science are above average; standards in art exceed expectations for 11 year olds.
- As the result of good teaching, children in the Foundation Stage¹ make good progress in meeting the expectations of the Early Learning Goals² by the time they start Year 1.
- The provision for pupils with special educational needs is good.
- Pupils' attitudes, behaviour and personal development are good.
- Learning support assistants made a strong contribution to pupils' learning.
- The school provides a stimulating learning environment in which pupils' work is celebrated.

What could be improved

- Although improving, standards in reading, writing and mathematics at the end of Year 2 are not high enough.
- The use of time, particularly in the mornings, in Years 1 and 2 needs reviewing.
- The role of the governing body in long term development planning requires developing.
- The upstairs classrooms, the temporary classrooms for Year 2 pupils and the 'ICT-Suite' need better ventilation.

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

¹ The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

² QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION

The school was previously inspected in December 1997. The school has made satisfactory improvement since then. Standards in information and communication technology have improved. However, standards in reading at the end of Year 2 are still not high enough and governors are not sufficiently involved in the long term future planning of the school. Standards in Years 3 to 6 have improved year on year, and the quality of teaching has been improved. The school has the capacity to make further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores³ in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	B	C	B	A
Mathematics	B	B	C	A
Science	A	C	B	A

Key

well above average A

above average B

average C

below average D

well below average E

Similar schools are those up with more than 20 and up to 35 per cent of pupils entitled to free school meals.

Current inspection findings are that by the end of Year 6, standards in English, mathematics and science are above average, with those in art and design very good. Pupils are confident and fluent readers and apply their reading skills particularly well in researching information. They enjoy writing and their stories and poems are very imaginative and of a good quality. Pupils apply successfully their writing skills in other subjects. In mathematics, pupils' use and application of number in investigations are good. In science, pupils' investigative and experimental work is a particular strength. Pupils show imagination and creativity in their two-dimensional and three-dimensional art and design work.

Current inspection findings are that although improving, standards in reading, writing and mathematics are not high enough by the end of Year 2. Inspection evidence indicates that pupils are not always sufficiently challenged in literacy and numeracy lessons, particularly in the group work sessions. In addition, many literacy and numeracy lessons are too long, with the result that teachers stretch activities to fit the time rather than providing pupils with challenging work.

By the end of the Foundation Stage, children make good progress in communication, language and literacy and in their mathematical development, and are on course to exceed the expectations of the Early Learning Goals.

Pupils with special educational needs make good progress in their learning. They receive effective support from their teachers and the dedicated efforts of learning support assistants.

Pupils with English as an additional language make good progress in their learning. They receive good support in lessons through the effective partnership between class teachers and specialist teachers.

³ Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils show positive attitudes to school and lessons. They clearly enjoy school and are prepared to work hard.
Behaviour, in and out of classrooms	Good, pupils behave well in lessons, at breaks and lunchtimes and when moving around the school.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are good. Pupils enjoy taking responsibility, for example in preparing the hall for assemblies.
Attendance	Satisfactory, most pupils are punctual and lessons start on time.

Pupils are polite, friendly and welcoming and enjoy showing visitors their work, engaging them in conversation.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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.

Teaching in the Foundation Stage is good and it makes a significant contribution to the good progress children make in their learning. Teachers and learning support assistants plan an exciting and stimulating range of activities for children which are challenging. There is a good balance of adult led activities and those children choose for themselves.

Strengths of teaching in Years 1 to 6 include detailed planning which meets the different learning needs of pupils in the class, and the sharing of learning objectives with pupils at the start of lessons. Relationships are good between pupils and teachers. Teachers' subject knowledge is good and contributes to lessons being exciting, challenging and fun.

Teaching of literacy is good, particularly in Years 3 to 6; teachers implement the National Literacy Strategy effectively in lessons. The key skills of reading and writing are taught well. The teaching of numeracy in Years 3 to 6 is good. Teachers implement successfully the National Numeracy Strategy. The teaching of key skills in number is particularly strong, including mental arithmetic skills and the knowledge and use of multiplication.

In Years 1 and 2, there are some weaknesses in the teaching of literacy and numeracy which contribute to standards not being high enough. Lessons are often too long and teachers' expectations as to what pupils should achieve in lessons, especially in group work, are not high enough.

Teaching of pupils with special educational needs is good. Teachers and learning support assistants are aware of the targets in individual education plans and ensure pupils' work is matched to these.

Teaching of pupils with English as an additional language is good and contributes to the good progress pupils make in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, children in reception are taught to the full requirements of the Foundation Stage curriculum. In Years 1 to 6, pupils receive their full entitlement to the requirements of the National Curriculum.
Provision for pupils with special educational needs	Good, individual education plans are good, with clear, realistic and challenging targets. The special educational needs co-ordinator is effective in supporting pupils and colleagues.
Provision for pupils with English as an additional language	Good, pupils are supported effectively by specialist teachers who work in close partnership with class teachers. Pupils are fully included in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, and makes a positive contribution to pupils' good attitudes, behaviour and relationships. The quality of art and design work has a particularly strong impact on spiritual and cultural development.
How well the school cares for its pupils	Good, pupils are well cared for in the school. Child protection procedures are fully in place and health and safety issues are monitored rigorously. Assessment procedures are good and used well.

Parents who attended the Ofsted meeting and who returned questionnaires were supportive of the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, the acting headteacher has a clear vision for the future of the school. Her day-to-day management skills are good in sustaining standards and the quality of education. She has the full support of the acting deputy headteacher and teaching colleagues.
How well the governors fulfil their responsibilities	Satisfactory, all statutory responsibilities are fulfilled. Governors are supportive, but need to be more fully involved in the long term strategic planning of the school.
The school's evaluation of its performance	Good, the acting headteacher and her colleagues have a thorough and detailed understanding of the school's strengths and areas for improvement.
The strategic use of resources	Good, funding for special educational needs, and for pupils for whom English is an additional language is used efficiently.

The accommodation is good and is well cared for and considerably enhanced by high quality displays of pupils' work. Staffing levels and resources are good and support effectively pupils' learning. The significant strength of leadership and management is that the school is operating effectively during the period prior to the new headteacher taking up her post in September 2002. The school applies successfully the principles of best value in its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • Their children make good progress at school. • The school has very high expectations of their children. • They feel comfortable about approaching the school with a question or a problem. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework children receive. • The range of activities provided outside of lessons.

Nineteen parents attended the meeting with the registered inspector and 168 questionnaires were returned. Inspection findings support the positive views of parents. Inspection findings are that the school provides a satisfactory amount of homework and that parental concerns reflect the usual view that there is either too much or too little. The school provides a range of activities outside of lessons that would be found in most schools of this type.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

'By the end of Year 6, standards in English, mathematics and science are above average; standards in art exceed expectations for 11 year olds.'

1. Inspection findings confirm the results of the Year 2001 National Curriculum assessments for pupils in Year 6 which showed standards to be above average in English and science. In comparison to those in similar schools nationally⁴, results were well above average in English, mathematics and science. Inspection findings confirm the trend of year-on-year improvement since the previous inspection.

2. In English, by the end of Year 6, pupils achieve good standards in speaking and listening. In lessons, they listen attentively to teachers and to each other, for example when a pupil is reading a story extract to the class. In group discussions, pupils value and respect the opinions of others. Pupils are confident in speaking to an audience, for example two girls in Year 6 read clearly and articulately the report on a football match to the whole school during an assembly.

3. Standards in reading are good. Pupils read fluently and with good expression. Skills in reading new and unfamiliar words are good, with pupils showing a good understanding of letter sounds (phonics) and in reading ahead in order to predict the meaning of a new word. Pupils make good use of the 'blurb' when choosing new books and they are confident in expressing reasons as to why they have a favourite book or author. Pupils enjoy reading a wide range of fiction and non fiction books. They show good skills in using the library and in

⁴ Schools with more than 20 per cent and up to 35 per cent of pupils entitled to free school meals.

using reference books to research information. In addition, they make good use of the Internet as an additional source of reference material.

4. In writing, standards are good. Handwriting and presentation are of a high quality. Pupils are secure in the key skills of spelling, punctuation and grammar. In stories, they show a good understanding of the correct use of paragraphs and speech marks. Drafting and redrafting skills are strong and pupils have a good understanding of how to structure a story. They know how simple and complex sentences can be used to create dramatic effect in their stories.

5. Pupils write successfully in English and in other subjects and they enjoy writing for a range of different purposes. In Year 5, pupils use persuasive writing in presenting arguments for and against the proposed site for the new ground for Brighton and Hove Albion Football Club and its potential impact on the environment. In Year 5, in work linked to history, pupils write their own books on the theme of 'Greek Myths', which they subsequently read to pupils in Year 2. In design and technology, pupils record accurately and neatly on a chart, their preferences and opinions on a range of biscuits. In Year 6, pupils write detailed letters of complaint following a visit to a theme park and then write the reply that the manager sends them. Good links are made with information and communication technology when pupils successfully apply their word processing and desktop publishing skills to produce 'newspaper articles' following their visit to Hampton Court.

6. In mathematics, pupils, by the end of Year 6, show good skills in mental arithmetic and in the use and application of their knowledge of times tables. Pupils are quick and alert in multiplying two-digit numbers by a single digit, including decimals, for example '2.52 x 6'. They have a good knowledge and understanding of standard units of measurement and are quick mentally in converting, for example '352cm to 3m 52cm'. Pupils enjoy investigations and use and apply their knowledge of number when finding averages. Pupils are confident in using information and communication technology to support their learning, particularly in the use of spreadsheets. Most are accurate in entering information and in using the correct formula. Pupils show a good knowledge of interpreting data that they have collected. More able pupils are particularly well challenged and receive additional teaching support to enable them to enter the National Curriculum Level 6 paper and to take the GCSE paper in mathematics. In the current Year 6, thirteen pupils are in this particular group.

7. In science, pupils show a good knowledge and understanding of all aspects of the subject. They plan and carry out good investigations, for example into the factors that influence the rate of evaporation. Pupils have a good understanding of a 'fair test' and the importance of 'variables' in an experiment. They are confident in making predictions. Literacy and numeracy skills are used effectively, particularly in the recording of investigations and in the analysis of data from results. Pupils use and apply successfully their information and communication technology skills to support their learning.

8. The quality of pupils' work in art is impressive and is a particular strength of the school. Pupils' work is valued and celebrated by an impressive range of high quality displays. In Year 1, pupils make superb simple sculptures from a range of natural materials. In Year 2, in good links to science, pupils use chalks imaginatively to create pictures of skeletons which show the articulated joints. In Year 5, pupils create very imaginative three-dimensional masks which are finished with a gold spray and reflect the great care taken to complete the finished product. In Year 6, pupils create very impressive abstract black and white drawings in the style of Kandinski.

'As the result of good teaching, children in the Foundation Stage make good progress in meeting the expectations of the Early Learning Goals by the time they start Year 1.'

9. Children in the reception classes are happy, secure and confident. They clearly enjoy school and are well established in the day-to-day routines of school life: for example joining in the whole school assembly, and in helping to tidy their classrooms at the end of the day. During the inspection, children were very keen to talk to inspectors and to share their work. For example, one boy asked an inspector to join in a 'fishing game' and took great delight in explaining that the 'fish' are caught by magnets and that there were eight to be caught in the 'pond'. In whole class sessions, children listen attentively to their teacher and to each other, for example when they share their 'news'. They are confident in asking questions, such as, "How long did it take you to make it?" and, "Did it take a long time?" When working independently, in pairs or groups, children show good concentration in the activities they choose, for example in telling the story of 'Goldilocks' in the role play area.

10. Children make good progress in the key areas of communication, language and literacy and in their mathematical development. As the result of good teaching, pupils know letter sounds and many know initial blends, for example 'ch' and 'th'. They respond enthusiastically to a game, in which the teacher says, "I am going to win today," with a resounding chorus of, "No, we are!" In the game, the children guess correctly the number of syllables in each of the words the teacher shows and they make sure that they win all of the cards. Most children write their names unaided and many are confident in attempting to write sentences unaided. They enjoy looking at books and understand they are read from left to right. Two girls announced proudly to an inspector, "We are librarians," and then explained how they look after the books in class.

11. In their mathematical development, children are confident in counting to 30 when they count with the teacher the number of children who are present for registration. Children read, write and order numbers to 10 and have a good understanding of 'more than' and 'less than'. When playing the 'fishing game', they know that if the winner has five fish the loser has three because there are eight fish altogether in the 'pond'. In their knowledge and understanding of the world, children show good skills in using a graphics program on the computer to 'paint' and edit pictures. They show a strong awareness of how to use the different 'tools' in the program.

'The provision for pupils with special educational needs is good.'

12. The school places a very strong emphasis on ensuring that the needs of pupils with special educational needs, including those with statements of special educational need are met fully. The special educational needs co-ordinator has recently rewritten the school's policy so that it conforms fully to the requirements of the new Code of Practice⁵. The school has replaced its register of special educational needs with a new 'special educational needs record' and all pupils are placed on 'school action' or 'school action plus'. Parents are sent a good quality information pamphlet as soon as their children are placed on the 'record'. Individual education plans are of good quality and are used effectively by teachers and learning support assistants to support pupils' learning. The co-ordinator has written a detailed action plan to address future developments and this is linked effectively to the school improvement plan. The school has developed effective links with outside agencies, including the educational psychologist and speech therapist. Resources are good and used effectively. As a result of this good provision, pupils, including those with statements of special educational need make good progress and are fully included in all aspects of school life.

'Pupils' attitudes, behaviour and personal development are good.'

⁵ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

13. Pupils show good attitudes to school and in the majority of lessons are interested in their learning and prepared to work hard. They settle down quickly to whole class introductions and are keen to take part in question and answer sessions. In a pacy mental arithmetic session in Year 2, pupils were totally absorbed and very keen to give answers to the teacher's question, "What does '5 x 3' mean?": for example, "Five children each with three packets of crisps". In a Year 5 design and technology lesson, pupils worked sensibly and co-operatively in their groups when tasting and analysing different types of biscuits. During the inspection, pupils were very willing to discuss their work with inspectors and to engage them on topics, such as, "Who do you think will win the World Cup?"

14. Behaviour is good both in lessons and when pupils move around the school. A significant example of good behaviour was observed during the inspection when all 549 pupils entered the hall for assembly. This is quite a logistical exercise in itself and is helped significantly by pupils behaving sensibly and well. In lessons, pupils behave well because work is matched carefully to their learning needs and they are inspired by teachers' detailed subject knowledge and enthusiasm. In a Year 6 literacy lesson, behaviour was particularly good because pupils were totally fascinated and absorbed in the task of writing chapter two of their story. This was directly the result of the teacher's enthusiasm and the quality of the story which she herself had written as a 'model' for pupils.

15. Relationships between pupils, and between pupils and adults, are good. In many lessons, pupils work successfully together in pairs or in small groups. Boys and girls get on well together. All pupils, including those with special educational needs, and for whom English is an additional language play a full part in the day-to-day life of the school. Parents recognise and value the support given to younger pupils by older pupils in the school.

'Learning support assistants made a strong contribution to pupils' learning.'

16. Teachers plan for, and make, very effective use of learning support assistants to support pupils' learning in lessons. Support assistants are used effectively in lesson introductions to ensure that pupils, especially those with special educational needs, are kept fully involved and focused. Learning support assistants encourage these pupils to answer questions and to play a full part in discussions. During lessons, learning support assistants make a strong contribution in group work. For example in a Year 2 literacy lesson the learning support assistant worked effectively with a small group of pupils to develop their understanding of past and present tenses. Through careful and patient questioning, pupils sorted sets of words into their correct pairs, for example 'hear' and 'heard'. She reinforced well the teacher's use of 'Today I ...' for the present tense and 'Yesterday I...' for the past tense. In sessions when pupils are taken out of their classrooms for additional support, for example for ELS⁶ and ALS⁷, learning support assistants show the benefits of their training in these areas in supporting pupils to make good progress in key literacy skills.

'The school provides a stimulating learning environment in which pupils' work is celebrated.'

17. Throughout the school, the quality of the displays of pupils' work is impressive and celebrates and values pupils' work. Displays in the hall reflect the high standards pupils achieve in their work in art and design. The corridors linking reception, Year 1 and Year 2, and Years 3 and 4 are bright and attractive and show an exciting range of pupils' work in art and design both in two-dimensions and three-dimensions. Classrooms are bright, clean and attractive and teachers display pupils' work to good effect. The school is kept clean and tidy by the hardworking premises manager and cleaning team which contributes to the exciting learning environment. The recent addition of an outdoor quiet area based on the theme of a

⁶ Early Literacy Support – to support pupils who are identified for additional literacy support at the end of term1, Year1.

⁷ Additional Literacy Scheme – to support pupils who have already fallen behind in literacy, but who would not otherwise receive any additional support.

beach is an imaginative and creative use of space. Pupils play their full part in keeping the school clean and tidy and free from litter.

WHAT COULD BE IMPROVED

‘Although improving, standards in reading, writing and mathematics at the end of Year 2 are not high enough.’

18. The results of Year 2001 National Curriculum assessments for pupils in Year 2 were well below the national average in reading, writing and mathematics. When compared to those in similar schools nationally, results were well below average in all three subjects. Since 1998, there has been a downward trend in all three subjects. Current inspection findings supported by the preliminary results of 2002 National Curriculum assessments for pupils in Year 2 are that standards are improving, although they are still below average.

19. Inspection findings recognise that many children start the reception classes with standards which are well below average for the local education authority, particularly in speech and language. However, as the result of consistently good teaching, children make good progress in reception and are on course to meet the expectations of the Early Learning Goals by the time they start Year 1. Inspection evidence indicates that issues around teachers’ expectations in Years 1 and 2 are a contributory factor to standards not being high enough. In particular, evidence indicates that pupils are not being sufficiently challenged in the group work sessions within the literacy and numeracy hours. For example in a Year 2 literacy lesson, pupils of average ability were given the task of cutting out words from an A4 sheet and to sort them into the present and past tense. However, the words were on the sheet in their matching pairs, with the result that pupils were not extended in their learning and spent too much time cutting rather than learning about tenses. In a Year 2 numeracy lesson, pupils were given no targets as to what they should achieve during the group work session, with the result that there was too much chatter and insufficient work done in the lesson.

‘The use of time, particularly in the mornings in Years 1 and 2 needs reviewing.’

20. During the inspection, the timetables provided and lessons observed showed that pupils in Years 1 and 2 have literacy and numeracy lessons which last for 75 minutes. Inspection evidence indicates that this is too long for pupils of this age and is a contributory factor in standards not being high enough. The key factor is the tendency for teachers to stretch activities to fill the time rather than to provide rigorous and challenging activities for pupils to complete. Pupils, during lessons observed, spent too long on the carpet, for example 32 and 38 minutes respectively in two Year 2 classes during the whole class introduction. Pupils found it difficult to concentrate for these lengths of time and this contributed to pupils finding it difficult to settle to group work. In addition, the use of time in group work is not managed successfully because pupils are not given clear targets in relation to the amount of work expected in the session.

‘The role of the governing body in long term development planning requires developing.’

21. Although the governing body is successful in fulfilling all of its statutory responsibilities, it is currently not sufficiently involved in the long term planning of the school’s future development. Governors are not working closely enough with the senior management team of the school in formulating the school improvement plan.

‘The upstairs classrooms, the temporary classrooms for Year 2 pupils and the ‘ICT-Suite’ need better ventilation.’

22. Pupils in Years 5 and 6 are taught in classrooms on the upper floor which, in addition, houses the school's 'ICT-Suite'. During hot weather, the classrooms become very stuffy because there is insufficient ventilation and this contributes to pupils finding it difficult to sustain concentration. This was particularly evident during a Year 6 numeracy lesson when the weather was very close and there was a thunderstorm. The oppressive classroom, lacking in ventilation, contributed to lethargic pupils who did not produce of their best. When pupils are working on computers, the situation is worse because of the additional heat generated. The same issue regarding lack of suitable ventilation in hot weather applies to the two Year 2 classes which are housed in temporary accommodation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to raise standards and improve the quality of education for pupils, the headteacher, staff and governors should:

- **Raise** standards at the end of Year 2 in reading, writing and mathematics by raising teachers' expectations of what pupils can achieve, particularly in lessons;
- **Improve** the use of time in Years 1 and 2 by looking at the timetable and re-organising the morning session so that pupils are not taught literacy and numeracy for 75 minutes;
- **Ensure** that the governing body plays its full part in contributing to the school improvement plan;
- **Work** with all appropriate agencies to improve the quality of ventilation in the upstairs classrooms and teaching areas.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
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
Number	1	4	12	8	2	0	0
Percentage	4	15	44	30	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	549
Number of full-time pupils known to be eligible for free school meals	107

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	122

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	42	73

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	25
	Girls	35	34	38
	Total	56	57	63
Percentage of pupils at NC level 2 or above	School	77 (68)	78 (81)	86 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	23	21
	Girls	33	33	32
	Total	54	56	53
Percentage of pupils at NC level 2 or above	School	74 (80)	77 (82)	73 (79)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	44	76

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	29
	Girls	36	33	41
	Total	60	57	70
Percentage of pupils at NC level 4 or above	School	79 (74)	75 (77)	92 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	28
	Girls	34	34	35
	Total	57	57	63
Percentage of pupils at NC level 4 or above	School	75 (75)	75 (75)	83 (85)
	National	72 (70)	74 (72)	82 (79)

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	1
Pakistani	0
Bangladeshi	3
Chinese	0
White	392
Any other minority ethnic group	121

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	2	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)	24.5
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	347

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	1,154,165
Total expenditure	1,142,520
Expenditure per pupil	2,082
Balance brought forward from previous year	34,242
Balance carried forward to next year	45,887

Recruitment of teachers

Number of teachers who left the school during the last two years	5.8
Number of teachers appointed to the school during the last two years	5.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	549
Number of questionnaires returned	168

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	37	7	2	0
My child is making good progress in school.	47	48	3	1	1
Behaviour in the school is good.	38	54	6	0	2
My child gets the right amount of work to do at home.	27	54	12	4	3
The teaching is good.	48	47	2	1	2
I am kept well informed about how my child is getting on.	32	49	13	2	4
I would feel comfortable about approaching the school with questions or a problem.	55	40	4	1	0
The school expects my child to work hard and achieve his or her best.	52	46	2	0	0
The school works closely with parents.	24	57	13	1	5
The school is well led and managed.	28	54	8	2	8
The school is helping my child become mature and responsible.	32	62	4	0	2
The school provides an interesting range of activities outside lessons.	19	51	11	5	14