

# INSPECTION REPORT

## **WEST END PRIMARY SCHOOL**

Oswaldtwistle

LEA area: Lancashire

Unique reference number: 119188

Headteacher: Miss J Aspinall

Reporting inspector: Mr J Hagan  
OIN 1065

Dates of inspection: 14<sup>th</sup> –15<sup>th</sup> January 2002

Inspection number: 230628

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Aspen Lane Oswaldtwistle Lancashire
Postcode:	BB5 4QA
Telephone number:	01254 234584
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Barrett
Date of previous inspection:	December 1997

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

### **INFORMATION ABOUT THE SCHOOL**

West End Primary is situated in Oswaldtwistle, a small town in Lancashire. The school serves a stable community. The school's population is all white, with no pupils from ethnic minorities. It is the same size as most primary schools, with 211 full-time pupils aged 4 to 11 years. The Year 3 class has 11 more boys than girls, and approximately 50 per cent of this class are on the special needs register. The number of pupils on the special needs register is below the national average. Most of these have moderate learning difficulties; a small number have specific learning difficulties. The percentage of pupils with a statement for special needs is very low. The percentage of pupils known to be eligible for free school meals is 4.6 per cent, which is below the national average. Pupils' attainment on entry to the reception class is broadly average. In 2000, the school achieved the nationally recognised, 'Investors in People' award. It is a popular school with approximately twice as many applications for places into its reception class than it has available.

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

This is a good school. From an average starting point, pupils progress well and achieve well above average standards in mathematics and science by the age of 11. They also achieve well in their personal and social development. Standards in reading are above average but standards and achievement in writing could be higher. Teaching is good overall. The school is well led and managed. The headteacher, staff and governors have a clear purpose for everything they do. They work well as a team to ensure that the school meets its aims. The school gives good value for money.

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

- It enables pupils to achieve well above average standards in mathematics and science by the time they leave the school;
- It provides children with a broad and interesting curriculum that enables them to achieve well in other subjects such as art and design, history and design and technology;
- The school helps pupils to develop very positive attitudes to school and to enjoy their learning;
- The leadership and management of the headteacher, key staff and governing body are good.

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

- Children's achievements and progress in writing throughout the school;
- Achievement in information and communication technology (ICT) for all pupils, and in physical development for reception pupils, through provision of better resources

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

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

The school was last inspected in December 1997. It has made good improvements in the key issues identified in the previous report. Pupil's attainment in information and communication technology has improved but more needs to be done. The quality of the curriculum has improved and is now a strength. Schemes of work for each subject clearly set out the knowledge and skills children need to attain as they move through the school. Teachers make good use of these documents to plan lessons. Teaching is better, because no lessons were unsatisfactory this time. The work of the subject leaders is much improved. They have a good understanding of what is going well, and what they need to do next to improve their subjects. The governors have fully addressed the health and safety concerns.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	C	D	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	B	
Science	B	A	A	A	

The school's results at Key Stage 2 (Year 6) in mathematics and science are consistently better than most schools and those with pupils from a similar background. Inspection findings indicate that standards for 11-year-olds are well above average in mathematics and science, and average in English. They do well in all aspects of mathematics and science. Throughout the school reading standards are better than writing standards. Children do not achieve as well as they could with their writing. Teachers are not as confident with this aspect of English and not enough time is given to developing pieces of written work. Overall, the school's trend in its results, at age 11, is below that found nationally. Too few pupils are achieving the higher levels in the national writing tests. Whilst their reading standards are above average, the overall score is depressed by the more average performance in writing.

By the end of the reception year, the majority of children will meet the national expectations for children of this age, across all areas of learning. Approximately one third are likely to exceed these. Whilst they make good progress, they do not achieve as much as they could in some aspects of their physical development.

Key Stage 1 (Year 2) test results have fluctuated over the last few years. This is because there are more children on the register for special educational needs in some year groups, for example in the current Year 3. Inspection findings indicate that the standards for the current Year 2 are average in English, mathematics and science.

Pupils' attainment in ICT is average at age 7 and close to it at age 11. Children do not achieve as well as they could, because there are not enough computers to support children's work and learning. Throughout the school, standards in art and design, history and design and technology are better than those seen in most primary schools. Children's illustrative work in art is of a particularly high standard. Standards of presentation of work are very good because the teachers have high expectations.

From a broadly average starting point, all children achieve well over time in most subjects. The school's targets for pupils achieving the average national level (Level 4) at age 11 are realistic, but the school recognises the need to extend the numbers achieving the higher level (Level 5) in English.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen, enthusiastic and well motivated. They concentrate really well on their work.
Behaviour, in and out of	Pupils' behaviour in class, around the building and on the playground is consistently very good. This helps to create a good working atmosphere

classrooms	that supports children's learning well.
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Personal development and relationships	Very good. Children are courteous and polite. They have very positive relationships with one another and adults. By the time they leave the school, they have developed into mature, sensible children who show initiative and can accept responsibility.
Attendance	Attendance is well above the national average. It is in the top 10 per cent nationally. Punctuality is very good.

## TEACHING AND LEARNING

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

The 20 lessons seen during the inspection were graded in roughly equal proportions of very good, good and satisfactory teaching. The teaching in Years 5 and 6 is particularly strong. Good teaching was seen in each year group. As a result, all children make good progress with their learning, in most subjects, over time. Children with special needs are well supported in class and when withdrawn to work in small groups because they are set work at the right level.

The teaching of mathematics and science is a strength. It enables pupils not only to gain knowledge and understanding but helps them to develop the skills and processes to tackle problems. As a result, children develop their mental arithmetic and investigative skills at a good pace. They are able to use these well when solving problems or carrying out experiments. In English, the teaching of reading is good. It enables pupils to achieve well. However, the teaching of writing, whilst satisfactory, could be improved. Children are not achieving as well in this area of their work because teachers are less confident in teaching some aspects of writing. They are not always clear enough about what the child needs to do next to improve their writing.

All teachers make good use of both teacher-made and commercially produced resources. These help to stimulate children's interest and ensure that they are able to fully participate in the activities. However, the effectiveness of the teaching of some aspects of ICT throughout the school, and for the physical development of the reception children, is hampered because of a lack of resources.

All staff have high expectations for pupils' behaviour. Standards of discipline are high. As a result, there is a good atmosphere in lessons, which allows children to get on with their learning in a very positive climate.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It enables all pupils to develop knowledge, understanding and skills. Very good use is made of visits and visitors to enhance the quality of the learning experiences for children. Provision for ICT and time for children to develop their writing could be improved.
Provision for pupils with special educational needs	Good. They receive good quality support in class and when they are withdrawn to work in small groups.
Provision for pupils' personal, including spiritual,	Good overall. Social and moral development is very strong. Children have plenty of opportunities to work as part of a team and make a contribution



moral, social and cultural, development	to the school community. They are clearly taught right from wrong. Provision for cultural development is satisfactory.
How well the school cares for its pupils	Good. Procedures for child protection are secure. Staff know their children very well. The school's systems for checking children's progress in writing could be improved.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has established a clear direction for the work of the school. All the staff and governors work well with her. They are an effective team, which has a clearly agreed approach and shared view of what they are trying to achieve for their pupils.
How well the governors fulfil their responsibilities	Good. They are a committed group who have a clear understanding of the school's strengths and weaknesses. They make effective use of their own expertise to support the school.
The school's evaluation of its performance	Good. The headteacher, staff and governors have a very clear understanding of what the school does well. They know what needs to be improved and have plans in place to bring about these improvements.
The strategic use of resources	Good use is made of the available resources. There are not enough resources to support ICT, or outdoor play for the reception class. The school applies the principles of best value well; for example through comparing its performance with other schools.

The headteacher and governing body have earmarked the surplus in the school's budget to finance the proposed development of the information and communication technology suite.

## 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>Children's behaviour is very good and they enjoy school;</li> <li>The school helps children to become mature and sensible;</li> <li>Children make good progress and are expected to work hard;</li> <li>They feel comfortable approaching the school;</li> <li>There is good teaching.</li> </ul>	<ul style="list-style-type: none"> <li>They feel that the school could offer more activities after school;</li> <li>Some feel they could be better informed about what is taught and how their child is getting on.</li> </ul>

The parents' views of the school are very good. The inspection team agrees with all the positive views. The information for parents on what is to be taught each term and the quality of some reports could be better. The school is providing as many activities after school as is seen in most schools.



## **PART B: COMMENTARY**

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

**It enables pupils to achieve well above average standards in mathematics and science by the time they leave the school.**

- 1 From a broadly average starting point when they enter school, children make really good progress in these two subjects. This is clearly reflected in both the work seen during the inspection and the consistently good results the school achieves in the national tests at the end of Year 6.
- 2 The school's approach to teaching mathematics is very successful. It has made very good use of the national numeracy strategy to improve children's skills. There is a strong emphasis on helping children to develop a wide range of strategies for calculation. As a result children are very confident when they handle numbers and tackle problems. Their mental arithmetic skills and quick recall of their times tables are impressive. Children are given plenty of opportunities to use their mathematical knowledge and skills in other subjects such as science, history and geography. Much of the work involves the children in practical activities. For example, in a Year 6 lesson, children were learning how to work out the volume of cuboids. For those who found this difficult the teacher got them to fill their cuboids with plastic cubes. This visual stimulus led them to understand the formula for working out the volume of a container. They learn through active involvement. This approach helps to fire their enthusiasm and gives them confidence. They get real enjoyment and success from their work.
- 3 The teaching of mathematics and science is good throughout the school. It is particularly strong in Years 5 and 6. Both of these teachers are particularly skilled at increasing the level of challenge to make children think more deeply. This helps them to make rapid gains in their knowledge and understanding. For example, in a Year 5 lesson, as the children became more confident in identifying fractions and decimals on a number line, the teacher asked them to correctly position negative numbers such as minus 0.1. This really made them think hard, and some very quickly grasped how to do it based on the previous work.
- 4 Teachers are good at making links between different mathematical concepts and helping pupils to develop their learning through understanding connections. For example, in the Year 5 lesson, when the pupils could place the decimals correctly on the number line, the teacher set them the task of converting the decimals into fractions. Work in the Year 6 books shows how this idea is developed on to include percentages. As a result children develop a good understanding of the relationships between decimals, fractions and percentages.
- 5 Teachers expect children to present their work to a high standard. Children aspire well to these expectations. In mathematics and science, the standards of presentation are excellent. For example, pupils' science work is recorded very neatly with diagrams carefully drawn and accurately labelled.
- 6 These high expectations are also seen in lessons. In the reception class, the children were seen developing their counting skills with numbers up to 100. The teacher at one point used a 3 by 3 square to cover a section of a 100 square. She asked them to work out the missing numbers and to give reasons for their answers. This really

expected a lot from them and higher attainers were able to work out the missing numbers and show how they had done it.

- 7 A particular strength in the teaching of science is seen in the way children are given plenty of opportunities to predict outcomes, carry out tests and record their conclusions. For example, work in one Year 5 pupil's book showed how he had predicted which one of three candles placed in different sized jars would burn the longest. His initial prediction proved to be correct and his conclusion gave the reason 'the candle in the largest jar burned the longest because this jar had more oxygen in it.' This approach enables them to develop not only their knowledge and understanding of facts but the skills and processes to tackle problems and complete investigations. As a result, by the time they are 11, their understanding of the principles of a fair test is very secure.
- 8 Teachers ensure children learn the correct mathematical and scientific vocabulary because they consistently use the correct terms during lessons. As a result children understand the meaning of words such as, 'multiple', 'vulgar fractions' and 'evaporation'.
- 9 Teachers are skilled at asking meaningful questions to develop children's learning. For example, in a Year 5 science lesson on sound, the teacher kept asking children, 'What do you think will happen?' and 'Why do you think it will happen?' She asked them to respond by saying, 'I think this because...'
- 10 Teachers are good at ensuring the work given to the different groups is at the correct level of challenge. In a Year 3 mathematics lesson, children were learning how to solve problems involving money. After a very good demonstration, the teacher set the higher attainers the task of adding three items of shopping together, and then to calculate the change from £5. A group of lower attainers had to calculate the cost of three items working with smaller amounts.
- 11 In both subjects, pupils produce a very good volume of work. Their work shows that they are covering all aspects of both subjects at a sufficient depth to enable them to achieve well. They have a very good grasp of all aspects of these subjects. For example, in mathematics they have a very good understanding of how to handle and interpret data.
- 12 Teachers have good subject knowledge. This gives them the confidence not only to allow pupils to experiment but to challenge them to think more deeply. For example, in a Year 6 science lesson on electricity, the children were asked to make a burglar alarm for a door. Children tried out a number of approaches and when one group had successfully achieved the initial objective the teacher said, 'That would be okay if the burglar was a large person but what if they were thin and did not open the door very wide?' This challenged the children and they set about solving this next problem with real enthusiasm.

**It provides children with a broad and interesting curriculum that enables them to achieve well in other subjects such as art and design, history and design and technology.**

- 13 The school's curriculum, including that for the Foundation Stage (reception class), is good overall. It provides very well for children's personal, social and moral development, which is very good. The curriculum is broad and interesting. It enables

children to achieve well in subjects such as art and design, history and design and technology. Other subjects have not been sacrificed for the sake of the core subjects.

- 14 The curriculum is set up to enable children to learn through a practical 'hands on' approach. Discussions with children clearly indicate that they enjoy their work. They find it interesting and look forward to the different lessons. The curriculum is clearly focused on enabling children to gain both factual knowledge and skills. It is also effectively set up to enable children to use and apply these skills in different subjects. For example in the way mathematics is used to support work in history, design and technology and science. In art and design, children are given many opportunities to experiment and use different media. A strong emphasis is placed on developing their skills of observation through detailed examination of the work of famous artists. The quality of children's illustrative artwork is impressive.
- 15 The school makes good use of additional resources such as library and museum loans. These are effectively used to add to the quality of the curriculum. For example, in Year 3 children are able to examine and handle artefacts to support their learning and understanding of events in Roman times.
- 16 Good use is made of visits and visitors to enhance learning. For example, the 'bug box man' came to school to talk to the Year 5 class. This helped to support their learning during a science topic on minibeasts. Children in Year 2 benefited greatly from their visit to the National Film Museum in Bradford.
- 17 The school works hard to ensure that all the children benefit equally from the curriculum. It identified a group of boys who needed a boost to improve their interest and motivation for reading. A 'Dads and Lads,' project was set up. This involved children in taking home a reading book and a bag containing sports equipment. Father and son participated in joint sporting and reading activities. The impact of this was seen in an improved attitude to reading from these boys as well as an overall increase in their reading ages.
- 18 The residential trip for Year 6 proved to be a great success. The children experienced a range of activities which included canoeing, raft making and abseiling during their outdoor pursuits week. These activities, which could not be done within the normal working week, enabled children to benefit greatly in many ways, not least being the contribution it made to their personal and social development.
- 19 During lessons, children are given plenty of opportunities to work together as part of a team or with a partner to complete practical tasks or solve problems. The children gain many social skills from these interactions. They add to the overall interest and motivation of the children for their work because they enjoy sharing their views and ideas with one another.
- 20 The school has made good use of the national numeracy strategy to improve the quality of the mathematics curriculum. Far more emphasis is now given to developing strategies to improve children's skills of calculation. Children are actively engaged and fully participate in lessons. They learn not only from their teachers but also from one another, as they listen to how their peers have approached the problems they are set.
- 21 The curriculum now meets statutory requirements, which is an improvement since the last inspection. Not enough time is given to developing children's writing.

**The school helps pupils to develop very positive attitudes to school and to enjoy their learning.**

- 22 Two of the school's main aims are: 'to provide a secure and caring environment conducive to learning and the enjoyment of work and leisure' and, 'to develop their skills and ideas as individuals.' The school is very successful in achieving these intentions. As a result, children show very positive attitudes to their work and thoroughly enjoy coming to school. In all the lessons seen, children's attitudes and behaviour were very good. Children look forward to their lessons. Their attendance is well above average and the majority of them are punctual. Little time is wasted. For example, when they return to class from assembly the children are eager to start and go straight to their work.
- 23 Throughout the school, the teachers have established very good relationships with their pupils. As a result, children are keen to contribute and enthusiastic about their lessons. Much of the work they are given involves them in practical activities. For example, Year 5 pupils had tested the effect of weights on elastic bands. They predicted possible outcomes, measured the length of stretch and completed line graphs to show their results. They thoroughly enjoy the wide range of interesting tasks they are set. This is one of the reasons why they enjoy coming to school.
- 24 Teachers have high expectations for children's behaviour. These are clearly communicated to and understood by the children. Pupils' behaviour is very good at all times during the school day. This helps to create the very positive environment for learning that is evident throughout the school.
- 25 Teachers are good at raising pupils' self esteem. For example, during a whole school assembly the deputy headteacher told a story about a child who kept giving up when problems arose. He used this story effectively to get them to think about what they can do rather than what they can't do. All staff make good use of praise and encouragement, which helps to motivate children to try their best even when they find work difficult. Children respond really well to this approach and in turn are quick to appreciate and acknowledge each other's successes. The relationships they have with each other are very good. Children are polite, courteous and friendly with each another, and with all adults and visitors to the school.
- 26 As they move through the school pupils are encouraged to take responsibility and show initiative. For example, prior to the reception class starting school, pupils in the Year 5 class take responsibility for making and developing a 'special friendship' with one of the new entrants. They write to them before they start school and look after and support them as soon as they start. They spend time in the reception class reading with 'their friend' and helping them with their writing, for example, by acting as a scribe. The older children are also responsible for the production of the school magazine.

**The leadership and management of the headteacher, key staff and governing body are good.**

- 27 There is good leadership and management by the headteacher, senior management team, governors and teachers with responsibility for leading subjects.
- 28 The headteacher has developed a clear direction for the work of the school, which is shared by all staff and governors. Under her guidance and leadership they work as an effective team. Relationships throughout the school are excellent. As a result there is a very good climate for learning that enables pupils to achieve well over time in their work as well as their personal, social and moral development. The headteacher has a very thorough understanding of what is working well and areas where the school is less successful. The school improvement plan clearly sets out the main priorities, for example the need to raise pupils' achievements in writing throughout the school. The headteacher has successfully overseen the implementation of national initiatives such as the introduction of performance management for teachers. She has made best use of this system to link the performance of staff to the school's priorities. The head has successfully led the school to achieve the nationally recognised 'Investors in People' award. She has engendered a strong commitment to staff development through helping one another, as well as attending courses run by external agencies.
- 29 Subject leaders are also making an effective contribution. They evaluate pupils' work to see if there are any gaps. This helps them to have a good understanding of the strengths and what needs to be done next to improve their subjects. They have secure knowledge of their subjects and use this well to provide good support and advice to their colleagues. This helps them with their planning and teaching of lessons. Through this support, subject leaders are playing their part in raising standards and improving pupils' achievements. Two good examples of this are seen in art and design and science. In science, the subject leader has been effective in helping teachers to develop their knowledge and confidence by showing them effective ways of teaching children the skills of investigation. Good leadership in art and design has helped staff to develop children's illustrative work to a standard, which is better than that seen in most schools. The ICT subject leader has also worked very hard to improve the provision and standards following the criticisms raised in the last inspection report. Improvements have been good even though a lack of resources has made the task more difficult.
- 30 The governors are very committed, keen and interested. They are very clear about what they want the school to offer its pupils because they are actively involved in setting the aims of the school. They are well informed through, for example, the presentations subject leaders make to them about their subjects. They provide effective support for the head and her staff because they make good use of their expertise to support the work of the different committees.
- 31 Another positive feature of the school's leadership and management is seen in the way they have responded successfully to the issues raised in the previous inspection.

## **WHAT COULD BE IMPROVED**

### **Children's achievements and progress in writing throughout the school**

- 32 Analysis of pupils' test results at both key stages shows that they achieve more in reading than in writing. Whilst most pupils attain average levels in English tests, the school has fewer who attain higher levels than in similar schools. This has been identified by the school as its main area for improvement.
- 33 Whilst standards in writing could be higher, some aspects are nonetheless very strong. In both key stages, pupils' standards of work in handwriting and presentation are high and they take a great pride in presenting their work neatly. Spelling, punctuation and grammar are accurate, and a strength of pupils' work is the way in which they use their writing skills in other subjects. In science, for example, their recording of experiments is accurate and well organised.
- 34 Although these aspects are taught well, most teachers are less confident and knowledgeable about helping pupils to develop different styles of fiction writing, such as science fiction or adventure.
- 35 During literacy lessons, pupils are not always guided well enough in the stages and processes of writing. Often teachers record the different steps for the class but these guidelines are erased from the board at the end of the lesson. Pupils therefore have too little opportunity to reinforce their knowledge through looking at displays and have no visual clues left when they attempt to complete a piece of work.
- 36 Although the school has successfully implemented most aspects of the National Literacy Strategy, literacy lessons are not providing enough time for pupils to complete longer pieces of writing. Teachers also lack confidence in working with small groups to guide and improve their writing during these sessions.
- 37 Since the last inspection, the school has improved the way in which it keeps a check on pupils' progress but there is scope for further improvement in how they do this for writing. The current systems make it difficult for teachers to pinpoint closely enough the strengths and weaknesses in pupils' work and set targets that help them understand how to make their work better.

### **Achievement in ICT for all pupils, and in physical development for reception pupils, through provision of better resources.**

- 38 At the time of the last inspection, the standards children achieved in ICT were judged to be unsatisfactory. Since then the school has improved this subject. Standards in Key Stage 1 are now average and in Key Stage 2 they are close to average. However, there is still work to do and this is recognised by the school with the development of ICT identified as a priority in the school improvement plan.
- 39 There are not enough resources to support the teaching of ICT. As a result, children are not achieving as much as they could. At present, in most classes, there is only one computer available for the children to use. This restricts the amount of time they can spend practising their skills or using ICT to support their work in other subjects. It also makes it difficult for teachers when they are trying to demonstrate specific skills. For example, in what was an otherwise sound lesson in Year 4, the learning was hampered. The teacher was developing children's understanding of how to use and access databases. She did this initially through using index cards and then wanted to



develop their learning of how to use the computer database. The demonstration was hindered because there was only one machine and many of the children had difficulty in seeing exactly what was happening.

- 40 At present the school is not connected to the Internet and, therefore, children have no opportunities to send or receive e-mails during school time.
- 41 Whilst the teachers are doing their best to overcome difficulties and support children's learning, opportunities to use ICT to support other subject areas are very limited.
- 42 The school does not have any wheeled vehicles, toys or large climbing apparatus for outdoor use. There is no specifically designated area for the provision of outdoor play for the reception children. The overall quality of the outdoor play provision is not as good as it could or should be. As a result of these resource deficiencies, children are not achieving as much as they could do in some aspects of their physical development.

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

43 In order to improve further the school should :

**a) Raise achievement in writing and improve pupils' skills in writing in different styles by:**

- planning lessons, to make closer links between reading comprehension and writing composition work;
- making better use of display to reinforce pupils' knowledge of how stories and other pieces of writing are made;
- allocating time to allow pupils to complete more lengthy pieces of writing;
- providing training for teachers in how to help pupils develop different writing styles; provide further training in the skills of guiding pupils' writing during literacy lessons;
- making sharper assessments of progress in writing and setting targets for improvement, which are then shared with pupils and used as a basis for marking work.

**b) Enable children to achieve more in ICT throughout the school, and in the Foundation Stage in the area of physical development, by:**

- improving the ICT resources to enable children to have more time to practise and develop their skills, and also to support the teaching of this subject and the use of ICT in other subjects;
- improving the resources to support outdoor play and the development of physical skills.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	7	6	0	0	0
Percentage	0	35	35	30	0	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 five percentage points

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	211
Number of full-time pupils known to be eligible for free school meals	9
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	57
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.2
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	23	9	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	21
	Girls	7	7	9
	Total	25	24	30
Percentage of pupils at NC level 2 or above	School	78 ([83])	75 ([80])	94 ([97])
	National	84 ([83])	86 ([84])	91 ([90])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	18
	Girls	8	9	9
	Total	26	28	27
Percentage of pupils Level2 or above	School	81 (83)	88 (93)	84 (93)
	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	18	13	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	12	11	13
	Total	28	26	29
Percentage of pupils at NC level 4 or above	School	90 (87)	84 (93)	94 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a (83)	N/a (90)	N/a (90)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	211
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)	9.3
Number of pupils per qualified teacher	25.4
Average class size	30

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

Total number of education support staff	6
Total aggregate hours worked per week	98

#### **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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **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	2000/2001
	£
Total income	386111
Total expenditure	381495
Expenditure per pupil	1766
Balance brought forward from previous year	35888
Balance carried forward to next year	40504

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	91

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	20	3	0	0
My child is making good progress in school.	64	30	4	0	2
Behaviour in the school is good.	69	30	0	0	1
My child gets the right amount of work to do at home.	51	32	12	4	1
The teaching is good.	71	26	1	0	1
I am kept well informed about how my child is getting on.	35	45	16	2	1
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	78	21	0	0	1
The school works closely with parents.	51	41	5	1	2
The school is well led and managed.	69	30	0	0	1
The school is helping my child become mature and responsible.	68	30	1	0	1
The school provides an interesting range of activities outside lessons.	32	30	22	5	11