

# INSPECTION REPORT

## **WATH CENTRAL JUNIOR SCHOOL**

Wath-upon-Dearne

LEA area: Rotherham

Unique reference number: 106893

Headteacher: Mrs G Waddington

Reporting inspector: Anne Elizabeth Kounnou  
30810

Dates of inspection: 4<sup>th</sup> - 5<sup>th</sup> March 2003

Inspection number: 246634

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	mixed
School address:	Festival Road Wath-upon-Dearne Rotherham
Postcode:	S63 7HL
Telephone number:	01709 760345
Fax number:	01709 874971
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K A Kelly
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>07</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>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>



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

### **INFORMATION ABOUT THE SCHOOL**

Wath Central Junior School is a two-form entry community school in the small town of Wath-upon-Dearne. The area has been subject to severe economic depression following the closure of local coal and steel industries. Recent European investment has brought some regeneration so that the number of pupils entitled to free school meals has fallen dramatically. Currently, about 16 per cent of pupils are entitled to claim; this is broadly average, and compares to 28 per cent at the time of the last inspection. It is about the same size as most primary schools, with 267 pupils on roll. Although there is a very wide spread of ability, pupils enter the school at age seven with levels of attainment that are broadly average. Less than five per cent of pupils are from minority ethnic backgrounds. No pupils are at an early stage of English language acquisition. Around 22 per cent of pupils have special educational needs, which is broadly in line with the national average. These are mainly specific or moderate learning difficulties, and behaviour problems. A few pupils have speech difficulties, or physical or autistic needs. Almost four per cent, ten pupils, have a statement of special need – this is a high proportion. Nineteen pupils joined the school in the last academic year and only seven left. This is an average proportion overall; however, more pupils joined and fewer left than is typical in primary schools nationally.

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

The school provides a sound education for its pupils. Teaching and learning are satisfactory, and as a result, pupils achieve broadly average standards in English, mathematics and science by the time they leave the school. The headteacher and deputy headteacher have forged a strong team of staff who work in close partnership with governors. School self-evaluation lies at the heart of recent improvements. Consequently, the school provides satisfactory value for money.

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

- The headteacher, staff and governors work together as a strong team to identify areas for future development.
- High standards of personal development are a strength of the school, and mean that pupils are confident and behave well.
- There is good provision for pupils' personal development because staff value these aspects of the curriculum.
- Parents are kept well informed and have good views of the school.

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

- Pupils do not make enough progress in English.
- Teachers do not use assessment information well enough to plan lessons that are suitably challenging for all groups of pupils.

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

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

The school has made satisfactory progress since it was last inspected in February 1998. Standards continue to be average in English, mathematics and science. Good assessment procedures have been introduced in English and mathematics, but teachers do not yet use the information these provide to plan their lessons. There is a satisfactory system to note pupils' achievement in science, but in other subjects assessment procedures are not in place. Information for parents has improved significantly, and includes a clear policy for homework.

## 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	
	2000	2001	2002	2002	
English	D	D	C	D	well above average A above average B average C below average D well below average E
mathematics	D	C	C	C	
science	C	C	C	C	

In the 2002 national tests, Year 6 pupils achieved average standards in English, mathematics and science. Inspection evidence indicates that standards are likely to be similar this year; in mathematics and science pupils continue to make satisfactory progress. Although pupils achieve broadly average standards in English, data available from the school shows that pupils do not make enough progress in this subject when compared to pupils who achieved broadly similar results when they were in Year 2. As a result, standards are lower in English than those achieved by pupils in similar schools. This is because lessons are not planned well enough to meet the needs of all groups of pupils, so that higher attaining pupils are not sufficiently challenged, and pupils with special educational needs [SEN] are not consistently provided with activities that will help them to achieve the targets in their individual education plans [IEP]. Pupils did not achieve the challenging targets that were set in English and mathematics in 2002. Targets that are more realistic have been set this year. In English, the rate of improvement is not as great as that in similar schools. Nevertheless, over time standards have improved steadily in all three subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. When lessons are sufficiently challenging pupils are interested and involved; in other lessons, pupils are sometimes bored and restless.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school, both when they are supervised and when they are working independently.
Personal development and relationships	Very good and a strength of the school. Pupils are very confident due to the good relationships between them and all adults in the school. They respond very well to the trust and respect they are shown at all times.
Attendance	Satisfactory. There are good procedures to monitor pupils' attendance and improve punctuality.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.*

Teaching and learning are satisfactory. A substantial proportion of teaching is good and the strength of these lessons is that teachers manage pupils well. Teachers value pupils' contributions, encouraging them to think and reflect. All around the school, teachers display pupils' work with great care, so that pupils know their teachers value their work. There are good opportunities for pupils to work co-operatively, in pairs and groups, in a number of lessons. In the better lessons, pupils take responsibility for setting out their work. Many teachers



encourage pupils to develop responsibility through carrying out simple jobs in the classroom. Teaching assistants provide good support for pupils with SEN, particularly when working with them individually and in small groups. However, teachers' planning for too many lessons does not show what pupils of all abilities will be expected to learn so that they improve their knowledge, skills, and understanding. Assessment information, and IEPs for those pupils with SEN, are not used effectively to guide lesson planning. The lack of a clear system of assessment for most subjects, means that teachers do not sufficiently consider the standards that all groups of pupils could be expected to achieve in each subject, when they plan their lessons. Teachers make good use of literacy and numeracy targets. All pupils write their own targets onto a special target card and teachers make sure these are available to pupils in all English and mathematics lessons. Although there are some good examples of teachers using pupils' literacy and numeracy targets well, and developing these skills in other subjects, this is not consistent, so that teachers miss many opportunities to develop pupils' skills further. Teachers' marking of pupils' work is variable; the best examples provide pupils with clear information about how well they have done, and how they could improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a good range of extra activities for pupils.
Provision for pupils with special educational needs	Satisfactory. Pupils receive good support from teaching assistants in lessons and in small groups. However, teachers do not use pupils' individual education plans well enough to guide their lesson planning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. These aspects of the curriculum have a high priority and are reflected in all the school's work.
How well the school cares for its pupils	Good. Pupils work in a safe and caring environment. There is a good range of assessment procedures to track pupils' progress in English and mathematics.

There are no formal, assessment procedures for subjects other than English, mathematics and science. Procedures to track the progress of different groups of pupils are at an early stage of development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher have a very strong partnership. Other key staff play a significant part in leading school improvement.
How well the governors fulfil their responsibilities	Good. Governors work together as a strong team and know the strengths and weaknesses of the school.
The school's evaluation of its performance	Satisfactory. There are good procedures in place to review the work of the school. However, there is not enough focus on checking the standards that all groups of pupils achieve.
The strategic use of resources	Satisfactory. Staff and governors draw up and evaluate the school improvement plan together, and use funds appropriately to bring about improvement.

Governors use the principle of best value appropriately. They regularly compare the school's results with those of pupils in similar schools, and carefully consider all financial expenditure. For example, money set aside for building repairs has not been spent, as the school site is likely to be redeveloped. Parents are consulted at regular parents' meetings; currently there is no formal means to consult with pupils. The school self-review system ensures that the school constantly challenges itself to improve.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The school has developed a good partnership with parents since the last inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is very approachable</li><li>• Pupils are expected to work hard</li><li>• The school helps pupils to become mature and responsible</li><li>• Teaching is good</li><li>• The school is well led and managed</li></ul>	<ul style="list-style-type: none"><li>• There are not enough activities outside lessons</li><li>• Parents do not have enough information about how well their children are getting on</li><li>• The school does not work closely with parents</li></ul>

Inspectors agree that the school is well led and managed; it is very approachable and works very hard to help pupils become mature and responsible. Teaching is satisfactory and staff expect pupils to work hard. There is a good range of activities outside lessons. There has been good improvement in the information for parents since the last inspection. Parents have plenty of information about their children's progress, through three formal meetings for parents each year, a comprehensive record of achievement at the end of the year, and a record of the targets their children are working towards in English and mathematics. Parents are welcomed into the school; and some spend time listening to children read as part of the 'Positive Reading Partnership' initiative.

## **PART B: COMMENTARY**

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

**The headteacher, staff and governors work together as a strong team to identify areas for future development.**

1. Teamwork is well established in the school and stems from the supportive leadership of the headteacher who works in very close partnership with her deputy. Working together, they have introduced a system of school self-review that enables staff and governors to evaluate their work. This means that staff share a common purpose and take steps to make their work more effective. Staff are involved by working together in pairs to check the standards that pupils achieve in the subjects they manage. Portfolios of pupils' work are created to support teachers in making accurate assessments of pupils' work. The information gathered from the review is used effectively to decide which are the most important areas for development. The resulting good quality school improvement plan provides the school with a shared plan for continuing improvement.
2. Co-ordinators are fully involved in leading aspects of the plan that are associated with the subjects they manage. For example, they lead in-service training for other staff and report personally to the governing body about the developments taking place. As a result, school policies are implemented consistently so that pupils know what to expect in each class. For example, the strong support provided to staff in English and mathematics has resulted in all pupils being given appropriate personal targets for literacy and numeracy.
3. Governors know the strengths and weaknesses of the school because they receive good quality information from the headteacher and other staff. The headteacher regularly reports to governors about each of the main priorities included in the school improvement plan. Consequently, governors know what is working and what needs further attention. They work together effectively to plan for future improvement. They have clear understanding of their role and play an active part in shaping the direction of the school; for example, in setting out how they would like the curriculum to be more creative for pupils. This is now a current priority for the school. Governors challenge staff by asking for clear explanations about the implementation of their policies, frequently inviting subject co-ordinators to report directly to their meetings. They are supportive in resolving any issues, and are often proactive in seeking assistance from outside agencies. For example, governors have been fully involved in pressing for improvements to the management of traffic outside the school site.

**High standards of personal development are a strength of the school, and mean that pupils are confident and behave well.**

4. Pupils achieve high standards in personal development because of the very good relationships that exist between them and all adults. This is a strength of the school and underpins all the daily routines. These high standards have been maintained since the last inspection. Pupils are very willing to help each other both in lessons and at breaktimes. In Year 6, they are proud to help new pupils in Year 3 settle into school at the beginning of the year. They see this as a clear responsibility that falls to them when they enter Year 6; this is a good illustration of the sensible and mature attitudes that most pupils develop by the time they leave the school. Parents agree that this is a strength of the school. In addition to helping one another, pupils are very keen to help adults and take responsibility for keeping the school environment in good order. A number of boys and girls volunteer to use carpet sweepers at wet playtimes so that any spilled crisps are not walked into the carpets along the corridors. Others water plants, clear away any litter and tidy bookshelves.
5. The very good standards of personal responsibility extend to pupils' academic work. Pupils in Year 6; for example, know the standards they achieved in recent practice tests. They have personal targets for improvement in English and mathematics and fully understand their own responsibility to achieve these. This is because they write the targets onto cards themselves

and review their own progress at the end of each term. Some pupils write explanations for their success, others mark the cards with smiley faces when they have achieved the target. As a result, pupils have a good understanding of their own learning.

6. The school seems filled with happy, polite and confident pupils. They are always treated with courtesy, respect, and trust by all adults. Pupils respond to this by behaving well in most lessons, and at breaktimes and lunchtimes, whether or not they are directly supervised. No pupils have been excluded in the current school year. In lessons, pupils mainly listen attentively to teachers and each other. On the rare occasions when their behaviour is not as good, it is because the lesson is not challenging enough to hold their attention. Pupils are usually polite, for example holding doors for adults and other children. Many are good conversationalists because they have great self-confidence. At lunchtimes, there is a tremendous noise in the dining hall, caused by the constant happy chatter. Pupils know the routines very well and are trusted to organise themselves, clearing up their places without direction before they leave the dining hall to go back out to play.

**There is good provision for pupils' personal development because staff value these aspects of the curriculum.**

7. Good provision for pupils' spiritual, moral, social and cultural development remains a high priority for staff as it was at the time of the last inspection.
8. Evidence of the high priority given to pupils' spiritual development is all around the school. Pupils work in an environment where they know they are valued. Teachers take great care to display pupils' work very well in their classrooms and along all the school corridors. This creates a vibrant atmosphere all over the school. A particularly fine example is the 'Good Achievement Board' near the school hall. This is a special board for displaying any work or achievement that reflects the particular effort the child made. For example, in addition to good examples of schoolwork, one boy in Year 4 is celebrated as being the man of the match in a football game. Another child is praised for achieving a distinction in his guitar examination. Teaching styles value pupils' questions and responses so that they develop great self-esteem and flourish. Consequently, pupils are developing a set of values to inform their lives, and an understanding of the importance of harmony and interdependence. Most importantly, they are developing a strong sense of self-respect.
9. This is a key factor in the successful provision for pupils' moral development. An ethos of fairness and trust underpins the work of the whole school. Pupils understand the school rules, and know why they are important because they played a part in drawing them up. They accept the sanctions that are given with equanimity, one boy standing outside the office explained very clearly that he was there because he had run across an area that was out of bounds. He knew he should not have done so and accepted his punishment with stoicism, saying, "I won't be here long, it was my fault and I said sorry." Teachers manage pupils' behaviour well, praising them for their efforts so that pupils want to please their teachers. This is because staff use the school behaviour policy consistently, handing out stickers and other rewards to their classes in recognition of their pupils' efforts. Teachers provide good examples of fairness and respect for other people, so that pupils try hard to resolve problems fairly. This means that pupils think about the consequences of their own and others' actions, and show great consideration to all involved in the school community.
10. The strong sense of community is a direct result of the good provision for pupils' social development. Pupils consistently talk about "Our school". There are plenty of opportunities for them to take responsibility, particularly when they are in Year 6. At playtime, these older pupils sell crisps to the whole school, organising the boxes and counting the takings by themselves. They repay the trust they are shown to handle the cash with transparent honesty. In assemblies, pupils set out chairs for staff and use an overhead projector to display the words of hymns for their peers. There are fewer opportunities for other year groups to take responsibility for school life. Nonetheless, in lessons, they are often responsible for giving out and collecting books, or organising resources. In a science lesson in Year 4, pupils co-operated very well with one another, taking it in turns to measure the force of a range of

objects with no fuss; they quickly realised when another pair of pupils needed a particular set of objects and organised themselves so that no time was wasted. In Year 5, pupils from both classes shared a set of history textbooks with no difficulty because a pupil delivered them promptly to the partner class when the lessons changed over. Pupils play a vital part in the local community, visiting the local care home to sing to residents, and displaying their work in the local library. They take part in other community events such as the Salvation Army Community Christmas Carol Concert, a Kwik Cricket competition with other local school, and football and netball tournaments. Currently no pupils have the opportunity to take part in a residential visit. Pupils' work is published in an anthology of Wath Arts Committee contributions, and all the pupils received a copy of this special anthology. Pupils actively support a number of charities, raising money for National Children's Homes and the British Heart Foundation; during the inspection, there were many preparations in evidence for Red Nose day. Pupils organise many of these events themselves.

11. There are plenty of opportunities for pupils to develop their understanding of their own culture and some opportunities to look at other cultures. There is a dedicated brass band, who practise once a week together in a lunchtime club, earnestly keeping alive the local tradition and music of colliery bands. Seventeen Year 4 girls enthusiastically play the recorder together in another lunchtime club. In addition, there are other recorder clubs and plenty of opportunities to learn an instrument, such as a clarinet, with support from peripatetic music teachers. Pupils' artwork shows they have studied art forms from a wide range of backgrounds, for example Monet and Lowry. History topics are broad and cover many cultural aspects from the past; for example Year 5 classrooms are adorned with Greek Urns made from papier-mâché, in addition to portraits of Medusa. Many visitors come to the school working with and performing for the pupils; for example, artists in residence and theatre groups. Pupils have plenty of opportunities to visit local cultural centres, for example Gainsborough Old Hall, and Conisbrough Castle. These visits inspire pupils' work and the evidence of this can be seen in their paintings, drawings and writing all around the school. There is less evidence of other cultures. Pupils are studying Islam in religious education lessons; however, some of these lessons reinforce rather than challenge cultural stereotypes. Nonetheless, pupils' artwork includes some simple Islamic traditions and these are prominently displayed in the entrance hall. In addition, pupils had the opportunity to see traditional Asian dances at a local Hindu dance festival.

### **Parents are kept well informed and have good views of the school.**

12. There has been a significant improvement in the information available for parents since the last inspection when this was a key issue for the school. Consequently, there has been an improvement in the school's partnership with parents, and parents' views of the school are now good.
13. Seventy-six parents responded to the questionnaire and eight parents attended the meeting held before the inspection. Although a small minority of parents expressed some concerns, the responses were overwhelmingly positive. During the inspection, a number of parents from all year groups reinforced these positive views.
14. Parents now receive good information about the progress their children are making. There are three meetings each year for parents to attend, and a comprehensive record of achievement for each pupil at the end of the year. Parents commented that they recognise their own children in these reports. In addition, parents receive copies of their children's targets in English and mathematics, so that they know what their children most need to improve. A brief explanation of the curriculum that pupils will study each term is sent to parents in each year group so that they know the topics that will be covered. Pupils are keen to extend their work at home; for example in Year 4, a significant proportion of pupils wanted to go and look up Isaac Newton on the Internet at home after they had begun to use 'Newtons' to measure force in a science lesson.
15. The school has developed a 'Working Together' booklet so that parents are more familiar with school expectations. A number of parents appreciate this. Some parents help in school at the

start of each day, being involved in the 'Positive Reading Partnership' initiative. They give this extra time to help pupils develop attitudes to reading that are more positive. Parents in Year 3 were particularly pleased with the way the school had welcomed them and their children; they appreciate the fact that they can bring their children into the cloakroom each morning. The school doors are opened at half past eight every morning so that all pupils come into school calmly and are ready to start the day at ten to nine when the register is called. Many parents appreciate this system, which means that pupils are safe, warm and dry at the start of the day.

16. Most parents agreed that the school was very approachable. The headteacher sets a very good example, forging strong bonds with a number of families.

## **WHAT COULD BE IMPROVED**

### **Pupils do not make enough progress in English.**

17. Pupils in Year 6 in 2002 did not make enough progress in English during the four years they spent at Wath Central Junior School. Although they achieved broadly average standards in the national tests, they did not make as much progress as other pupils who achieved similar test results in reading and writing in 1998, when all the pupils were in Year 2. Inspection evidence indicates that pupils in the current Year 6 are also likely to achieve average standards, and are still not making enough progress. This is because pupils of all abilities mainly complete similar tasks in English lessons. The work they are given is not challenging enough for those higher attaining pupils who have the potential to achieve the higher levels in the tests at the end of Year 6. In addition, the substantial proportion of pupils with special educational needs are not making enough progress because they complete similar tasks on most days rather than working at tasks that would help them to achieve the targets in their individual education plans. Pupils have been grouped into three sets for English lessons this year to provide more support for pupils who find the work difficult, but each group follows broadly the same lesson planning, limiting the impact of this organisation.
18. The data available in school shows that although a considerable number of pupils join the school during the four years, having begun their junior education in other schools, their progress is similar to pupils who attend the school from Year 3 to Year 6. Good pastoral care enables these pupils to settle into the school quickly. Senior managers have begun to look at the data available from test results quite carefully. A great deal of information is available to show the level each pupil achieved in each subject in Year 2, and the level they achieved after the tests in Year 6. At the time of the inspection the procedures for tracking pupils' progress from Year 3 to Year 6 were developing. As yet, there is no system in place to make a prediction of pupils' likely achievements based on the results from previous tests. Consequently, staff do not rigorously track pupils' progress each year to see if pupils are on course to achieve the targets they have set. Most of the analysis of data takes place after the final tests have been taken, so that there are limited opportunities to help pupils who are not achieving their potential. The data available shows a very wide difference in the rate of progress that individual pupils make in each subject. For example, some pupils make rapid progress in mathematics and science during the four years, but very slow progress in English. There has not been enough analysis of this data to discover the reasons for these wide differences, so that some pupils continue to make too little progress in English.
19. The headteacher shares responsibility for managing the subject with another teacher. Monitoring has taken place by observing lessons and checking teachers' planning. However, monitoring has not been sufficiently focused on the standards that pupils are achieving, and whether these are as high as could be expected for each group of pupils. As a result, the lack of detail in teachers' planning about what each group of pupils in the class should be expected to achieve has not been identified as a priority for improvement. There is no rigorous system to check on the standards that pupils achieve in each year group, and the rate of progress that pupils make.

20. There is a substantial amount of curriculum time available to teach English. However, this time is not used effectively in every class. In some classes, additional time at the start of each day is used effectively. In these classes, teachers and teaching assistants work well with small groups of pupils to improve their reading skills, whilst other pupils work at purposeful reading activities. Occasionally parents are involved in these as part of the 'Positive Reading Partnership' initiative. In other classes, teachers listen to only one or two pupils read. This is not effective, as the rest of the class are not engaged in purposeful activities that promote enjoyment of reading or further develop reading skills. In these lessons, the teachers' time is not used effectively to teach reading skills to enough pupils. As yet, there has not been enough monitoring to check that this time is used effectively in each class. Consequently, the inconsistent use of this time has not been identified as an area of concern.

**Teachers do not use assessment information well enough to plan lessons that are suitably challenging for all groups of pupils.**

21. There are some good assessment procedures in place; for example in mathematics, pupils' progress is tracked using a special 'Maths Tracker Sheet'; in English, one piece of each pupil's writing is assessed each term so that teachers know the level that pupils have achieved. The information from these assessments is used to set targets, which are shared with pupils and reviewed each term. However, teachers do not use the information available from these assessments well enough to plan their lessons. They do not ensure that lessons will provide pupils with the opportunities they need to reach either the next level, or their targets. Teachers are meticulous in ensuring that lessons in English and mathematics follow the guidance of the national literacy and numeracy strategies, but they do not give enough consideration to pupils' individual needs so that sometimes work is too easy for higher attaining pupils, and too complex for those with special educational needs [SEN]. Teachers' planning rarely shows how lessons will help SEN pupils to achieve the targets in their individual education plans.
22. In subjects other than English, mathematics and science, there are no assessment systems in place. This was a key issue at the time of the last inspection. Although there has been good improvement in the procedures and systems to assess English and mathematics, there has not been enough improvement in other subjects. As a result, teachers do not consider the standards that pupils could achieve in their lessons in these subjects. Although subject co-ordinators monitor the standards that pupils achieve in their subjects, and create portfolios of pupils' work with examples of what could be expected at each level to help staff assess work, there is no system in place to ensure that pupils achieve high enough standards. This is because there is no clear assessment of pupils' achievements in each subject as they move through the school, so that teachers are not fully aware of the potential of each of their pupils in all subjects.
23. Consequently, lessons are not planned well enough to meet the needs of all groups of pupils. In all subjects, particularly English and mathematics, teachers include considerable detail about what they and their pupils will do during each lesson. However, there is too little detail about the standards that each group of pupils could be expected to achieve, and the progress they are likely to make in the lesson. For example, in some literacy lessons teachers do not make clear what it is that pupils of all abilities will learn to do or improve. Too often all groups are working at the same activity, with higher attaining pupils expected to achieve more work independently than those who are working with the support of either a teaching assistant or the teacher. As a result, higher attaining pupils are often not sufficiently challenged by the work. In some lessons, there is not enough for them to do, as in design and technology when pupils spend two hours planning their work. In many mathematics lessons, pupils make better progress because there is more challenge; in some science lessons higher attaining pupils use computers to record their results.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to raise standards further the headteacher, governors and staff should fully address the key issue from the last inspection by introducing formal assessment procedures for all subjects and:

- (1) Improve the rate of progress that all groups of pupils make in English by:
  - Using the data available to predict the standard that individual pupils in all classes should achieve by the end of each year and tracking their progress towards these targets regularly
  - Providing more opportunities for the subject co-ordinator to monitor the quality of teaching and learning in the subject
  - Ensuring that all the curriculum time available for English is used effectively to raise standards in each class
  
- (2) Improve the quality of teaching by:
  - Ensuring that lesson plans in all subjects set out how teachers will provide sufficient challenge for all pupils, particularly those that are higher attaining, and show how pupils with special educational needs will have opportunities to achieve their targets
  - Ensuring that teachers use assessment information from all subjects when planning lessons



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

25

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

10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	11	12	2	0	0
Percentage	0	0	44	48	8	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 four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	267
Number of full-time pupils known to be eligible for free school meals	44

#### Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	60

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.8
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	38	28	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	34
	Girls	20	22	22
	Total	46	50	56
Percentage of pupils at NC level 4 or above	School	70 [73]	76 [71]	85 [85]
	National	75 [75]	73 [71]	86 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	27	34
	Girls	21	22	23
	Total	44	49	57
Percentage of pupils at NC level 4 or above	School	67 [73]	74 [73]	86 [83]
	National	73 [72]	74 [74]	82 [82]

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	254	7	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	28
Average class size	33

#### **Education support staff: Y3 – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	172.5

**FTE means full-time equivalent.**

### **Financial information**

Financial year	2001-2002
	£
Total income	547123
Total expenditure	530793
Expenditure per pupil	2148
Balance brought forward from previous year	16325
Balance carried forward to next year	32655

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	267
Number of questionnaires returned	79

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	4	3	1
My child is making good progress in school.	49	43	5	0	3
Behaviour in the school is good.	49	47	1	0	3
My child gets the right amount of work to do at home.	51	39	10	0	0
The teaching is good.	61	32	1	1	5
I am kept well informed about how my child is getting on.	42	43	11	3	1
I would feel comfortable about approaching the school with questions or a problem.	68	28	4	0	0
The school expects my child to work hard and achieve his or her best.	62	33	4	0	1
The school works closely with parents.	43	38	13	3	4
The school is well led and managed.	65	25	4	0	6
The school is helping my child become mature and responsible.	61	34	4	1	0
The school provides an interesting range of activities outside lessons.	28	44	15	6	6