

# INSPECTION REPORT

**HEADLANDS CHURCH OF ENGLAND  
VOLUNTARY CONTROLLED  
JUNIOR, INFANT AND NURSERY SCHOOL**

Liversedge, Kirklees

LEA area: Kirklees

Unique reference number: 107723

Headteacher: Mrs K Parkinson

Reporting inspector: Paula Allison  
21420

Dates of inspection: 25 - 26 November 2002

Inspection number: 246709

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, infant and nursery

School category: Voluntary controlled

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Headlands Road  
Liversedge  
Kirklees

Postcode: WF15 6PR

Telephone number: 01924 325707

Fax number: -

Appropriate authority: The governing body

Name of chair of governors: Mrs K Cross

Date of previous inspection: 6 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Headlands Junior, Infant and Nursery school is a Church of England Voluntary Controlled school in Liversedge, near Dewsbury. It is bigger than most primary schools with 310 four to eleven year old boys and girls in school, and 47 three to four year old children who attend part time in the nursery. It is a popular school with a steady increase in numbers each year. The school contains resourced provision for six pupils with communication difficulties within the autistic spectrum. Socio economic circumstances of families are varied, but overall are broadly average. Seven per cent of pupils are known to be eligible for free school meals, which is below the national average. Children enter the school with a broad range of skills, but assessments made as they enter the reception class indicate that attainment is broadly in line with what is expected for children of this age. Almost all pupils are of white ethnic origin, although there are a few families of Asian origin. There are several pupils for whom English is an additional language. Eight per cent of pupils are currently on the register of special educational needs, which is below the national average, but four per cent have statements, which is well above the national average.

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

This is a good school, providing a positive learning environment for all its pupils. It is effective in ensuring that pupils achieve good standards, particularly in mathematics and science. The consistently good quality of teaching enables all pupils to achieve well. Pupils' attitudes and behaviour are very good. The school is very well led and managed by the headteacher, the senior management team and governors. The school provides good value for money.

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

- The school has high expectations of pupils and they achieve well, particularly in mathematics and science.
- Pupils enjoy school, work hard and behave responsibly in lessons and around the school.
- The headteacher, key staff and governors lead and manage the school very well.
- The quality of teaching is consistently good. Teachers know their pupils well and use effective methods to help them learn.
- The school provides a wide range of learning opportunities and ensures that all pupils are included.

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

- Standards in English, especially writing, are not yet high enough.

*This area for improvement will form the basis of the governors' action plan.*

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

Headlands School was last inspected in October 1997 and there was a positive response to the issues raised in the report. The school has made good improvement since then, particularly in developing systems for monitoring performance and tracking pupils' progress. Information from this has helped the school target resources and teachers to plan more accurately to meet the needs of pupils in their classes. The effects of this are beginning to be seen in the improved standards. There has been a steady improvement in standards year on year, most noticeably in mathematics and science. The role of coordinators has developed well and now includes moderation of pupils' work. Provision for information and communication technology is much better now and pupils have more regular access to computers.

## 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			
	all schools			similar schools
	2000	2001	2002	2002
English	C	B	C	D
Mathematics	C	B	C	C
Science	C	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the time pupils leave the school, standards are usually above the national average in mathematics and well above in science. Standards in English are not as consistently high, but are broadly in line with the national average. Standards overall are usually better than those achieved in similar schools although, in the last tests, they were not as good in English. Standards have been improving steadily over the last few years, particularly in mathematics and science. The school sets itself challenging targets and usually reaches them.

The standards achieved by pupils at the end of Year 2 have improved significantly since the last inspection. In 2002 standards in reading and writing were above the national average and better than those achieved in similar schools. Standards in mathematics were well above the national average and much better than those achieved in similar schools. Work seen during the inspection reflects these standards. There are particular strengths in mathematical thinking and scientific investigation. Standards in art throughout the school are very high.

Pupils achieve well. Higher attaining pupils are challenged effectively and many pupils achieve higher than expected levels in all subjects. Pupils with special educational needs are well supported and they make good progress towards their targets and often achieve what is expected in tests. There are, however, a number of pupils who do not achieve as well as they could in English, because they are not acquiring the skills they need early enough.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They are keen to learn and they work hard.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils listen attentively in class and behave responsibly in and around the school.
Personal development and relationships	Pupils' personal development is very good. Relationships are positive and pupils show an impressive level of respect for others.
Attendance	Good. Attendance is consistently above the national average. Pupils enjoy coming to school.

The quality of pupils' attitudes, behaviour and personal development is a strength of the school and helps them to achieve well.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 quality of teaching is good throughout the school. All the lessons were satisfactory and the majority were at least good. There were a number of very good and excellent lessons. Strengths in the teaching and learning are:

- teachers' secure knowledge and understanding of the subjects they teach, which enable pupils to develop their understanding;
- careful planning, ensuring that teachers teach basic skills well, particularly in mathematics, which results in pupils successfully gaining skills;
- imaginative use of different teaching methods, which helps pupils to learn effectively;
- high expectations of what pupils can achieve, which encourages pupils to try hard and achieve well.

In the best lessons, teachers' enthusiasm and expertise inspire and challenge pupils to achieve highly. Teachers are good at meeting the needs of all pupils. They know them well and want them to achieve high standards. They expect a lot of the higher attaining pupils and support those with special educational needs sensitively. Teaching for pupils in the resourced provision is highly sensitive and effective in meeting the needs of individuals. Support staff are well qualified and they make a valuable contribution to the quality of teaching in school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school offers pupils a wide range of experiences. The curriculum is relevant to pupils and is often exciting. Mathematics is effectively planned and pupils achieve well in this subject. There is a particular strength in art.
Provision for pupils with special educational needs	Very good. The school is successful in ensuring that all pupils are supported, included and given the opportunity to achieve well. The sensitive integration of autistic pupils is a key feature of the school.
Provision for pupils with English as an additional language	Very good. Any pupils who need additional support are well catered for and they achieve in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The whole ethos of the school and the high expectations of all staff provide an effective framework for pupils' personal development. There are particular strengths in the provision for pupils' moral and social development. Pupils learn to behave responsibly and respect others.
How well the school cares for its pupils	Very good. The school cares for pupils as individuals. Assessment procedures have been developed very well. Teachers know their pupils and cater for their needs.

The breadth of the curriculum, the provision for pupils' personal development and the care shown to them as individuals, have a positive impact on pupils' attitudes to learning, their behaviour in school and their achievements.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership. She is very well supported by a strong, professional management team. Together they lead and manage the school effectively and strive for high standards.
How well the governors fulfil their responsibilities	Good. Governors have developed their role effectively. They are well informed about the work of the school and fulfil their responsibilities in monitoring its development. The chair of governors is particularly knowledgeable about the school and works well in partnership with the headteacher and staff.
The school's evaluation of its performance	Very good. Since the last inspection the school has developed a range of monitoring systems, which enables staff to assess and track the progress of pupils and the standards being achieved. The school is well aware of what it needs to do in order to improve.
The strategic use of resources	The school makes good use of all available resources. Funding for pupils with special educational needs is particularly well used. Principles of best value are well applied.

## 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 like school and behave well</li> <li>• Teaching is good; teachers know the children well</li> <li>• The school has high expectations of pupils and encourages them to work hard</li> <li>• The values that are promoted are right, especially where the school encourages children to be tolerant and sensitive to the needs of others</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities</li> <li>• The amount of homework pupils have</li> <li>• Information about the progress children are making</li> <li>• How closely the school works with parents</li> </ul>

The inspection team agrees fully with parents' positive views of the school. In respect of extra-curricular activities, there is a range of clubs and these are well attended. The school is currently looking into ways of extending the range of out of school activities. Governors have recently consulted parents about homework and are currently reviewing the home/school agreement to take into account the views of parents. Inspection evidence indicates that homework is used very well to support work in the classroom. The information parents receive about progress is of good quality and the school has an open door policy if parents want more information. With regard to links between home and school, the school is currently looking into ways of developing further parents' involvement in their children's learning.

## **PART B: COMMENTARY**

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

#### **The school has high expectations of pupils and they achieve well, particularly in mathematics and science**

- 1 The school achieves good standards, particularly in mathematics and science, although standards in English are also improving. At the time of the last inspection standards were broadly in line with the national average by the end of Year 2 and above this by the end of Year 6. There has been a steady improvement overall since then, and a quite significant improvement in the standards achieved by Year 2 pupils. The most dramatic improvement has been in mathematics and science.
- 2 Standards in mathematics are usually above the national average, and above or well above those achieved by similar schools. From an average attainment on entry to the school, this indicates considerable achievement. By Year 2 and Year 6, most pupils achieve the expected levels for their ages and a high percentage achieve above these. Only last year was there a slight drop in Year 6 results, probably caused by a higher than usual number of pupils with special educational needs in the group and some staff absence breaking the continuity through the year.
- 3 Inspection evidence reflects the high standards achieved in mathematics. The work of pupils at this stage in the school year indicates that they are achieving well and the school is on course to reach its targets for the end of the year. Year 2 pupils understand place value and are confident in using numbers: for example, they can place a series of numbers in a sequence. They count in tens and hundreds and deal accurately with amounts of money. They achieve in all aspects of mathematics. They interpret charts, tell the time and measure in centimetres.
- 4 Year 6 pupils have a good knowledge and understanding of numbers to four and five digits. They confidently use different methods of calculation, including paper and pencil methods and a calculator. They use conversion graphs, work with ratio and percentages and know about coordinates. They work on investigations, for example: working out probability using a spinner. The facility pupils have with mathematics helps them in other subjects and teachers deliberately make these links when they can: for example, pupils find out about world temperatures in geography and use a range of measures in science.
- 5 Pupils enjoy mathematics and they make good progress though the school. Good teaching ensures that pupils gain in confidence and build on their skills from class to class. In Year 1, pupils were gaining an understanding of sequencing time and reading a clock face. Carefully planned activities enabled them to consolidate what they had learnt at the beginning of the lesson. Year 3 pupils were learning different methods of addition of two and three digit numbers. Although some of them found this very difficult, the teacher patiently explained and demonstrated what to do, until they understood and could carry out the calculations independently.
- 6 A Year 4 lesson taken by the mathematics coordinator illustrated some of the strengths in the learning. She was asking them to halve and quarter numbers and encouraging them to explain the methods they were using. The positive relationships in the class gave pupils the confidence to have a go at this, even when they were not quite sure. They were not afraid to make mistakes and learn from them. They happily worked

together, talking about how to work the problems out. This level of involvement with the learning is a key factor to the high standards achieved. Pupils do not just know how to do things, they understand why and are prepared to think and consider solutions. They think mathematically. This was also shown in a Year 5 lesson, when pupils were trying to find out a chosen number by asking questions to narrow down the possible answers. The teacher had shown them how to do this and they were getting better and better at the process, showing considerable strides in their mathematical thinking.

- 7 Pupils also achieve high standards in science. Results of tests and assessments show standards are consistently above the national average, and well above those achieved by similar schools. Science is given a high profile in the school and pupils' work in the subject appears regularly in displays. In the Year 6 lesson observed, pupils were working at a high level and indications are that the school is on course to reach its targets. These pupils showed confidence in independently planning and carrying out investigations, as they found out what factors have an influence on the dissolving process. They made predictions, used scientific vocabulary, made relevant observations and recorded their findings. They understand what makes a fair test and they use instruments, such as a stopwatch.
- 8 Staff have worked hard in recent years to raise standards and make certain that all pupils achieve as well as they can. The systems they have put in place for assessing achievement and tracking progress have had a positive impact. Teachers now have a much clearer idea of how pupils have achieved and what they are aiming at in the future. The results of this are now showing in the high standards achieved, particularly in mathematics and science.

### **Pupils enjoy school, work hard and behave responsibly in lessons and around the school**

- 9 Pupils' attitudes are very good. Attendance is consistently above the national average. Pupils enjoy coming to school, are confident in the school environment and are happy to talk about what they are doing. They are keen to learn, listen attentively to their teachers and work hard in lessons. Pupils are willing to answer questions and share ideas. They settle well to the work and successfully retain their concentration. These attitudes are apparent from nursery, where very young children are becoming independent learners. They choose their own activities and stay with them for long periods of time: for example, children concentrated hard on mixing their own paint and taking great care with their painting.
- 10 Behaviour in school is very good. Pupils act responsibly in lessons, around the school and in the playground. The school is an orderly place and pupils know how to behave at all times: for example, they go in and out of the hall for assembly calmly and quietly, with minimal supervision. The good behaviour has a positive impact on pupils' achievements. No time is wasted in lessons, so a lot of work gets done. Classrooms are usually calm, working environments, in which pupils can concentrate and get on with the tasks they have been given to do.
- 11 Pupils' personal development is very good. They are polite and courteous, showing respect for others. Relationships are supportive and positive. Pupils get on with each other and with the adults in school. Older pupils take on responsibilities and can be trusted to carry tasks out properly: for example, they care for younger pupils, act as librarians and run a newspaper committee. Parents feel that behaviour is very good in school, and they agree with the values that are being promoted. In particular, they recognise that the inclusion of pupils with special educational needs in the school has a

positive impact on their own children, encouraging them to be tolerant and caring about others.

- 12 Provision for pupils' personal development is very good. The high expectations of all staff provide pupils with a clear framework for their own moral development. They know what is expected of them and they respond well to praise and rewards. They are developing a keen sense of personal responsibility. Teachers do all they can to promote pupils' self esteem, for example, in the way they value pupils' work in displays around the school.
- 13 Pupils are encouraged to work together. In a music lesson small groups had worked together very effectively for a period of time, in order to produce a piece of music in which they all played a part. In several lessons, pupils worked in pairs to solve problems or brainstorm ideas and they listened to each other, genuinely valuing the other person's ideas. They are also helped to develop respect for other people and their needs. In a religious education lesson Year 2 pupils talked about how they could help others and showed a good understanding of mutual dependence.

### **The headteacher, key staff and governors lead and manage the school very well**

- 14 The headteacher provides very good leadership for the school. She has a clear idea of the educational direction for its work and what the priorities should be. She sets the tone for the school, with an emphasis on caring for individuals, positive relationships and a striving for achievement for all. She uses assemblies and daily individual contact with pupils and parents to promote the ethos of the school. The head and deputy work in close partnership. Although on maternity leave, the deputy played a major role in communicating the work of the school during the inspection. The key staff who form the senior management team make a strong, professional team and between them they set the high expectations for all that the school does.
- 15 The role of subject coordinators is developing well and has improved since the time of the last inspection. They now take more of a responsibility for the standards in their subjects. For example, they have moderated work to help teachers know what to expect from pupils. They monitor planning and have some opportunities to monitor teaching and learning, although sometimes this is limited due to staff absence and funding issues. Many of the coordinators have a wealth of expertise and they set very high standards in their own teaching. Examples of this in art, music, mathematics and English were seen during the inspection.
- 16 Governors are very committed to the school and form a good team, with a range of expertise and knowledge about the school's work. The chair of governors in particular has a clear idea about the work of the school and has a positive working relationship with the headteacher and staff. Most governors have a good understanding of the strengths and weaknesses of the school's performance, and their role in monitoring what is happening is developing all the time. Governors work well through committees: for example, in monitoring the budget and in developing policy. They are very well supported by the local education authority, which provides them with information, training and general support.
- 17 The school has made great strides in monitoring its own performance and this is a major improvement from the time of the last inspection. Very effective systems for monitoring standards and analysing test results have made it possible for teachers to find out where strengths and weaknesses are, and to make changes in resources and curriculum planning to address these. The *Writing through Literacy* project was set up as a result

of identifying weaknesses in attitudes to reading and the quality of extended writing. This is currently working very well and has already had an impact on pupils' attitudes, especially boys, and on the standards achieved. Procedures for assessing and tracking pupils' progress through the school are developing very well. Teachers now have an accurate knowledge of what pupils have achieved and are able to set targets for the future. This has helped pupils know what they have to do, as well as helping teachers to support them. The careful match of work to attainment levels, especially in mathematics, has come about as a result of teachers having this information.

- 18 The school development plan provides a clear framework for improvement and shows that the leadership knows where it is going and has a strategic plan for the school's future. The school has improved well since the time of the last inspection and has the potential to develop further. It has already been recognised that standards in English need to improve, and strategies have been put in place to address this: for example, the literacy coordinator has a clear idea of how the approach to planning in literacy needs to be more focused, to ensure that expectations are raised and pupils acquire skills more securely.

**The quality of teaching is consistently good. Teachers know their pupils well and use effective methods to help them learn.**

- 19 The quality of teaching in the school is consistently good. As this was a short inspection, only a limited number of lessons could be observed but, of those seen, the majority were at least good. Over a third were very good and a few lessons were considered to be excellent. Teaching is more consistently good than it was at the time of the last inspection. Teachers work together as a team, work hard and have high expectations of themselves and their pupils. Parents are pleased with the quality of teaching their children receive at the school. As a result of the good teaching, pupils learn effectively. They are interested in their work and make an effort. They acquire new knowledge and develop their understanding at a rapid rate.
- 20 Teaching in the nursery and reception classes is of a consistently high standard. Teachers have a secure understanding of the needs of young children and they provide a range of experiences and activities to help children develop their skills and knowledge. Relationships are positive and children feel confident in the learning environment. Support staff work alongside the teachers and make a valuable contribution to the quality of the teaching. Adults observe children and interact with them effectively, so as to support their development. In the nursery, the teacher read *A Dark, Dark Tale* by torchlight. This captured the imagination of the children, and the teacher used the opportunity skilfully to link together other aspects of their learning, such as the work they had done about creatures in the night. In the reception class, the teacher encouraged children to talk about their own experiences of night time and linked this with the books they had read. The teachers in nursery and reception plan together, and this shows in the way in which children's learning builds on their prior learning and is taken forward effectively.
- 21 Teachers throughout the school have a good knowledge and understanding of the subjects they teach. This shows in the quality of the planning, the depth of their questioning of pupils and the technical language they use. In a Year 6 literacy lesson, pupils were being shown how to write the beginning of a story. The teacher used words and phrases such as *personification* and *shifting feelings*, and she modelled the writing process for the pupils, using an overhead projector so everyone could see what was going on. She set them a challenging task, but with clear parameters, such as *use short sentences, repeat words and raise questions in the reader's mind*. In this way the pupils

had a good idea what was expected of them and they settled to the task well. The confident work produced showed that a significant amount of learning had taken place. In a Years 3 and 4 history lesson, the teacher's secure knowledge and understanding of what she was teaching enabled her to spend time helping pupils to compare their own lives and activities with those available at the time of the Tudors. This made the lesson more relevant to them and they remained interested and involved throughout. By the end of the lesson they had developed a good understanding of what life was like at that time.

- 22 Teachers have proved themselves proficient at teaching basic skills, and this has been a major factor in the raising of standards, particularly in mathematics. Teachers plan very carefully and have clear learning objectives. They share these objectives with their pupils, so they understand what they are doing and know what they have achieved. They teach in small steps, building on what has gone before. In a Year 5 mathematics lesson on the 24 hour clock, the teacher's planning was detailed and his explanations very clear. The pupils were taken through the process in small steps and given tasks to do that consolidated the learning. Pupils remained involved throughout and by the end of the lesson they had effectively moved forward in their learning.
- 23 As a result of the assessment systems that are developing, teachers have a more precise knowledge of what pupils have achieved and what they need to do next. They can therefore match the work they give them more accurately to attainment levels. They have high expectations of what pupils can achieve. In a Year 1 mathematics lesson, the teacher had planned very carefully to ensure that the activities he gave pupils matched the learning objectives. They had also been differentiated well, so that pupils had work that matched their own level of attainment. By the end of the lesson pupils had achieved well. They had learnt about sequencing their own day and were confident with working with a clock face. This gave a firm foundation for their further learning about telling the time.
- 24 The teaching for pupils in the resourced provision is also based on the teacher's precise knowledge of pupils' needs. In a physical education lesson, the teaching was highly sensitive and effective in meeting the needs of the individuals in the group. Support staff in the resourced provision and throughout the school make a valuable contribution to the quality of teaching: for example, the small group literacy work is conscientiously carried out and pupils make good progress in these sessions.
- 25 Teachers are very good at using different teaching methods to help pupils learn more effectively. They are sufficiently confident in their teaching to be able to change styles and ways of working to suit particular circumstances. This keeps pupils interested and involved. In a Year 2 literacy lesson, where pupils were being taught how to use adjectives to describe a setting, the teacher very effectively used a range of teaching methods. She spent some time with the whole class sharing a writing activity, making very good use of a supporting adult to help with scribing. She encouraged discussion amongst the pupils as they identified the adjectives used. There was some work in pairs and finally some independent work. Pupils maintained their concentration throughout and worked at a good pace.
- 26 One of the key factors in the success of the teaching in the school is the positive classroom ethos that has been created by teachers. Teachers have good relationships with their pupils and support them well. Parents have noticed how well the teachers know their children and are able to meet their needs. Teachers have high expectations of their pupils, both in the kind of behaviour they expect and the approach to work. Pupils respond well to this and they behave responsibly, attend well and work hard. Only in a very few lessons are the expectations not as high, and pupils are allowed to get restless

and do not attend as well. In most lessons, the very good behaviour of pupils and the positive approach to their work ensures that no time is wasted and everyone learns effectively. In a Years 3 and 4 dance lesson in the hall, the teacher kept a good pace to the lesson and encouraged pupils with praise and demonstrations. There was a good level of challenge to the tasks they were given to do and, throughout the lesson, pupils worked hard and put a lot of effort into what they were doing.

- 27 In the very best lessons, the expertise and enthusiasm of teachers inspires pupils and they learn very well. In a Year 2 literacy lesson, the dramatic reading of a story and skilful questioning kept pupils enthralled and encouraged a high level of response. The positive ethos in the classroom and the very good relationships helped all pupils to feel confident and they put a lot of effort into their work. In a Year 5 music lesson, the teacher's expertise and enthusiasm challenged the pupils to achieve a high standard of work. The confidence with which they performed their self-composed Indian music was an indication of the very good level of learning that had taken place, inspired by the excellent quality of the teaching.

**The school provides a wide range of learning opportunities and ensures that all pupils are included**

- 28 The school curriculum is broad and relevant to pupils' needs. It has been carefully planned and supported in order to give all pupils an equal chance of achieving. Of particular note is the positive inclusion of all pupils, whatever their individual needs. Since the time of the last inspection improvements have taken place: for example, the national strategies for numeracy and literacy have been implemented and this has brought about more precision in the teaching of basic skills. With the help of non statutory guidance, other subjects are now more carefully planned and there is more secure progression in skills though the school.
- 29 In the nursery and reception classes there is a curriculum in place that effectively meets the needs of the youngest children. The nursery is a stimulating environment and the teacher provides a wide range of experiences and activities. There is a balance between adult focused activities and opportunities for children to explore and experiment independently. There is a lot to see and do, and children concentrate for long periods of time on their chosen activities. Supporting adults play a vital role in this environment, interacting with children and developing their learning. In the reception class the teacher provides a more structured curriculum so that children can make a sound start to learning basic skills, but she also gives them the opportunity to carry out their own exploration and independent learning. Both nursery and reception classes have access to outdoor play areas and these are well used to give all children to the opportunity to explore the physical environment. It is, however, more difficult for the reception teacher to provide this on a regular basis as she does not have full time support and this restricts the curriculum offered.
- 30 The school curriculum is wide ranging and has some excellent features. Where possible, teachers make links between subjects and this makes the curriculum more relevant to pupils. In displays around the school there are links between science and art in materials used, geography and mathematics in the study of the local environment, and history and literature in the books being studied. Information and communication technology is a rapidly developing subject and, with the computer suite now in constant use, pupils have the opportunity to use it to support their learning in other subjects: for example, in using databases in science. The coordinator has worked hard to get the subject organised and ensure that teachers are confident. There has been much improvement from the time of the last inspection. The support assistant who works in

the computer suite makes a valuable contribution to the teaching, as she supports teachers and classes and ensures that time is used to the best advantage. Enhancing the curriculum for Year 6 pupils is the introduction of French. During the inspection a visiting French teacher taught a lesson with expertise and enthusiasm of the highest order. Pupils were enthralled and very effectively gained confidence in speaking French.

- 31 There are major strengths in art in the school and pupils achieve very high standards in this area. This is evident both in the displays around the school and in the work seen in classrooms. In an excellent lesson given by the coordinator, Years 3 and 4 pupils were taught techniques for developing shade and tone in their work. A very good range of materials was available and pupils were well used to trying things out and experimenting. The teacher's enthusiasm and expertise inspired pupils and they achieved a standard of work well above what might have been expected for pupils of this age. In a similar way, in a Year 2 lesson the teacher had taught pupils skills and techniques, and had then given them the opportunity to try them out for themselves. The paper sculptures they produced provided evidence of some very good teaching and learning, and the enthusiasm with which the pupils talked about their work showed a positive attitude towards the subject.
- 32 Of particular note in the school is the way in which all pupils are included and given an opportunity to achieve. Higher attaining pupils benefit from the high expectations of teachers. They are given work that matches their attainment level and challenges them to think and work independently. The target setting process has given them something to aim for and they are clearly aware of their own learning and what they want to achieve. The success the school has in enabling many pupils to achieve at higher levels in tests shows how well they are catered for. Pupils with special educational needs are very well supported in the school. The resourced provision for pupils with communication difficulties is a positive learning environment and pupils are well cared for. There is a strong emphasis on integration and, wherever possible, pupils with special needs are given the opportunity to work alongside their peers. They attend assemblies and participate in other events. In the unit their needs are carefully monitored and supported: for example, in the daily circle time with its emphasis on learning to cope in a group situation. In the resourced provision and throughout the school well qualified supporting adults play a vital role in ensuring that all pupils have the opportunity to achieve. In a small group situation, two adults worked with some pupils outside the Year 6 classroom. The class teacher had, with the support assistant, carefully prepared work to mirror what was going on in the rest of the class but, in the small group situation, these pupils had more opportunity to work at their own level and pace.

## **WHAT COULD BE IMPROVED**

### **Standards in English, especially writing, are not yet high enough**

- 33 Standards in English are not as consistently high as they are in mathematics and science, and this affects the overall standards achieved by pupils in the school. Although standards in English have risen steadily since the time of the last inspection, they have not reached the level achieved by pupils in other subjects. Many pupils achieve at higher than expected levels, particularly in Year 6, but overall there is still a significant number of pupils who do not achieve the expected levels.
- 34 The school has recognised this and has, over the last few years, put in place several strategies to address it. These have had an impact, particularly in reading throughout the school and in writing in Years 3 to 6. Written work produced by Year 6 pupils shows a high standard of imaginative writing is currently being achieved. Pupils use a range of



sentence structures, think carefully about the words they use and are able to convey a sense of atmosphere. They write confidently in a range of formats and for different audiences.

- 35 However, there is a weakness in the way in which key skills are acquired and this continues through the school. From the work of pupils in Year 2, it is evident that a number of pupils have not acquired the skills in phonics, handwriting and spelling that might be expected of pupils of this age. Although the Year 2 teachers work very hard to try to get them to the expected standards, it is difficult for them to make up for the lost ground. Throughout the school pupils are identified and provided with extra support from skilled adults and this has a definite impact. However, many pupils should really have acquired these skills more securely at an earlier stage.
- 36 Teachers' planning for literacy, particularly in Year 1, is not as precise as it is in numeracy. The key objectives are clear and the class sessions are thoroughly planned and implemented, as was seen during the inspection. However, the planned independent tasks are not always sufficiently challenging and do not focus enough on the consolidation of the key objectives. Expectations are not always as high as they could be in lessons, and this can affect the general behaviour of pupils, as well as the quality of their learning.
- 37 There are also some weaknesses in how speaking and listening is taught in the school, and pupils do not always acquire the fluency they need for them to identify sounds and spell accurately. Difficulties with speech can lead to problems with spelling. A lack of confidence in speaking and explaining their ideas can hinder fluency in writing. Although, in some lessons, there are lots of opportunities for pupils to talk and, indeed, this is a key feature in some of the best lessons, this does tend to depend on the individual teacher. There are no agreed guidelines for planning for these opportunities, which need to be a major element in all classes. Neither are the skills of speaking and listening as yet assessed as rigorously as are other elements of English.

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

- 38 To maintain the quality of education and in order to further improve the standards achieved by the school, governors and staff should raise standards in English and, in particular, increase the number of pupils who reach expected levels each year by:
- a. continuing with current strategies which are having an impact on achievement, especially in Key Stage 2  
*(paragraphs 17 and 34)*
  - b. providing a planned approach to speaking and listening throughout the school, enabling pupils to gain more fluency and giving a good basis for their writing  
*(paragraph 37)*
  - c. ensuring that in the planning for literacy, especially in Year 1, the independent activities are sufficiently challenging for all pupils and help to consolidate securely the objectives of the lessons  
*(paragraphs 18 and 36)*

- d. focusing more clearly on all pupils acquiring from an early stage good skills in phonics, handwriting and spelling, which will enable them to achieve better as they move through the school

*(paragraph 35)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
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	3	5	11	4	0	0	0
Percentage	13	22	48	17	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 more than four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part time pupils)	23	310
Number of full time pupils known to be eligible for free school meals	N/A	21

FTE means full time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	15
Number of pupils on the school's special educational needs register	2	27

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### 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
	2002	16	22	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	21	21	21
	Total	34	34	36
Percentage of pupils at NC level 2 or above	School	89 (89)	89 (89)	95 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	21	21	20
	Total	36	36	34
Percentage of pupils at NC level 2 or above	School	95 (93)	95 (91)	89 (93)
	National	85 (85)	89 (89)	89 (89)

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
	2002	23	26	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	23
	Girls	20	20	23
	Total	34	38	46
Percentage of pupils at NC level 4 or above	School	69 (83)	78 (78)	94 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	21
	Girls	19	20	24
	Total	34	35	45
Percentage of pupils at NC level 4 or above	School	69 (83)	71 (78)	92 (95)
	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***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	260	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	4	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	41	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: YR – Y6**

Total number of qualified teachers (FTE)	14.8
Number of pupils per qualified teacher	20.88
Average class size	25.75

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

Total number of education support staff	14
Total aggregate hours worked per week	301

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	7.66

*FTE means full time equivalent*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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

*FTE means full time equivalent*

### **Financial information**

Financial year	2001/02
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	£
Total income	797,187
Total expenditure	786,625
Expenditure per pupil	2,179
Balance brought forward from previous year	27,270
Balance carried forward to next year	10,562

## Results of the survey of parents and carers

### Questionnaire return rate

26.9 per cent

Number of questionnaires sent out

338

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.	79	20	1	0	0
My child is making good progress in school.	56	41	2	0	1
Behaviour in the school is good.	64	35	1	0	0
My child gets the right amount of work to do at home.	45	39	9	3	4
The teaching is good.	70	27	1	0	2
I am kept well informed about how my child is getting on.	56	30	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	4	2	0
The school expects my child to work hard and achieve his or her best.	68	31	0	0	1
The school works closely with parents.	52	37	9	2	0
The school is well led and managed.	63	32	3	0	2
The school is helping my child become mature and responsible.	64	29	3	0	4
The school provides an interesting range of activities outside lessons.	44	26	12	2	15

Percentages may not add up to 100 due to rounding.