

INSPECTION REPORT

WAKEFIELD HENDAL PRIMARY SCHOOL

Wakefield

LEA area: Wakefield

Unique reference number: 108218

Headteacher: Mr D Harvey

Reporting inspector: L A Furness
8245

Dates of inspection: 9-10 June 2003

Inspection number: 246775

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Hending lane
Kettlethorpe
Wakefield

Postcode: WF2 7QW

Telephone number: 01924 303295

Fax number: 01924 303295

Appropriate authority: Governing Body

Name of chair of governors: Mr J Garrod

Date of previous inspection: 23 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wakefield Hendl School is an average size community primary school situated in Kettlethorpe in south Wakefield. The school draws its pupils mainly from the local area and the majority of pupils are white European with eight pupils from different ethnic backgrounds. There are three pupils with English as an additional language. Two hundred and thirty-five pupils age 3 to 11 attend the school and the percentage of pupils known to be eligible for school meals free of charge is close to the national average. The percentage of pupils having special educational needs matches the national average, but the percentage of pupils having a statement of special educational need is above the national average. There are seven classes, including the reception class and the nursery class (Foundation Stage of learning). There is also a behaviour resource unit attached to the school which is managed by the Local Education Authority (LEA). There are currently 32 children of reception age and 48 part-time nursery age children who attend either a morning or an afternoon session. A nationally approved assessment scheme used for children when they start their reception year, shows that most children have levels of attainment that match those expected for their age in communication language and literacy, mathematical development and personal, social and emotional development. The school has achieved 'Investors in People' status in 2002 and has recently achieved an improvement award for progress made between 2001 and 2002.

HOW GOOD THE SCHOOL IS

This school has many very good features and the headteacher and staff are committed to providing effective care and support for pupils, resulting in a school that is orderly, harmonious and happy. The quality of teaching is good overall with evidence of very good teaching in Year 6. This mainly good quality teaching enables pupils to achieve well and to develop very good attitudes and values. Pupils enjoy coming to school and readily respond to the good working ethos in the school. The leadership of the school is good and the headteacher and deputy headteacher work together well towards improving provision within the school and to raise standards even further. School effectiveness is therefore good and the school provides good value for money.

What the school does well

- Pupils attain high standards in English, mathematics and science by the end of Year 6 because of the very good teaching that occurs in this class of pupils.
- Curriculum provision is very effectively enhanced by visits and visitors and by an emphasis on pupils' having a broad range of practical experiences.
- Pupils greatly enjoy attending school; they show very good interest in their work and their behaviour is very good.
- The school promotes very strong spiritual, moral, and social development and relationships throughout the school are very good.

What could be improved

- The use of information and communication technology in all relevant curriculum areas.
- Pupils' knowledge of how well they are achieving and what they need to do to improve.
- The attendance of some pupils.
- Monitoring and evaluation procedures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. It has addressed well the majority of the eleven key issues identified at that time. One of the key issues identified then was related to a deficit budget which the school had resolved in the 2000-2001 financial year. However, three long-term teacher absences in 2002-2003 has again affected the current budget resulting in a deficit. The leadership and management of the school have consulted with the LEA and there are good plans in place to rectify this issue. The school has implemented successfully Curriculum 2000, the National Literacy and Numeracy Strategies and the government initiative for improving teachers' performance in the classroom. Standards have improved by Year 6 as has the overall quality of teaching

and learning. A new more effective senior management team is in place. There has been good improvement since the last inspection.

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	E	B	B	A
mathematics	B	B	A	A*
science	A	D	A	A*

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

Pupils' performance in the National Curriculum tests at the end of Year 6 has improved considerably over the last three years. In 2002, pupil performance was above the national average in English, and well above the national average in mathematics and in science. In comparison with similar schools the pupils' performance was well above average in English, mathematics and science being in the top five per cent of similar schools nationally in mathematics and science. The majority of pupils currently in Year 6 are working at levels that match those expected for their age in English, mathematics and science. There is a small minority of pupils attaining above the expected levels. Although standards are not as high as in the previous year, pupils are achieving well and their progress is good. This good progress is attributed to the very good teaching that occurs in Year 6. The targets set for 2002 were exceeded in English and mathematics. It appears that the targets set for 2003 will be met by the school in both subjects. In Year 2, pupil performance in the National Curriculum tests in 2002 matched the national average in reading and mathematics and was below the national average in writing. In comparison with similar schools the pupils' performance was well above average in reading and mathematics and matched the average in writing. On the basis of teacher assessment, pupils' performance in science matched the national average and was above average in comparison with similar schools. On the basis of average points there has been a fluctuating trend in all three subjects over the last three years. However, this is because of the differences in the number of pupils with special educational needs in these cohorts. The majority of pupils currently in Year 2 are working at levels expected for their age in reading, writing, mathematics and science. By comparing the level of skills that many children have when they start at school and the levels they attain by the time they leave school, achievement is good. Children make good progress in the Foundation Stage of learning because of good quality teaching and the majority have attained the 'early learning goals' in the six areas of learning recommended for children of this age by the time they enter Year 1. Pupils with special educational needs make good progress and achieve well because of the good support that they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes towards school. They enjoy their learning and try hard to do their best.
Behaviour, in and out of classrooms	Very good. Pupils have a keen understanding of right and wrong and the school is an orderly place in which to learn.
Personal development and relationships	Very good. Relationships are very good and pupils are friendly and helpful. They like their teachers and there is a strong community feel to the school.
Attendance	Unsatisfactory. Attendance is below the national average and there are too many absences from school during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very 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 across the school is good overall with some very good features particularly in Year 6. No unsatisfactory teaching was seen during the inspection. Overall, this is a big improvement on the findings of the previous inspection where one in twelve lessons were judged to be unsatisfactory. Teaching and learning in the Foundation Stage are good. The teachers, nursery nurses and teaching assistants work effectively together as a team to create a caring and secure environment. They form very good relationships with the children and have high expectations of their behaviour, to which the children respond very well. The children grow in confidence because of the constructive praise they receive from adults. The varied range of well planned, practical activities and good understanding of how children of this age learn, create a happy, well organised and stimulating environment in which the children work and play well together. English and mathematics teaching is good and the good teaching of the basic skills of literacy and numeracy is helping pupils to achieve well. Teachers use questioning effectively to extend pupils' thinking skills and good explanations are given so that pupils know what is expected of them. The very good relationships that exist between adults and pupils result in pupils trying very hard and taking a pride in their achievements. In the best lessons which occur mainly in Year 6, teaching is lively, resources are used very effectively and lessons move at a brisk pace. As a result, pupils are well motivated and produce good levels of work and this has a positive impact on their learning. Another good feature of teaching within this school is the positive impact of the teaching assistants who work well with teachers to support pupils' learning particularly those with special educational needs and those pupils who have English as an additional language. A weakness in teaching is the feedback that pupils receive about their work. Written marking throughout the school does not consistently inform pupils of why work is good and how it may be improved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school works hard successfully to make curriculum provision interesting and exciting for pupils through an emphasis on pupils having appropriate first-hand experiences. The effective use of information and communication technology in all relevant National Curriculum subjects is developing.
Provision for pupils with special educational needs	Good. The pupils are fully involved in school life and make good progress because of the good support that they receive.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language are well supported and are sensitively integrated into all school activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school successfully provides a climate in which pupils can grow and flourish, respect others and be respected. The very good range of opportunities for pupils to develop personal and social skills prepares them well for life beyond school.
How well the school cares for	Satisfactory. There are satisfactory procedures in place for child protection and

its pupils	for ensuring pupils' safety. Although there are good procedures in place for recording pupils' progress and achievement the procedures for improving attendance need to be more rigorous.
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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 work well together and have a secure understanding of what needs to be done to continue to improve this school.
How well the governors fulfil their responsibilities	Good. The governing body is enthusiastic and highly supportive of the school. It is effectively involved in the school development planning process and is aware of strengths and areas requiring improvement.
The school's evaluation of its performance	Satisfactory. Although systems for monitoring and evaluating school performance are sound, the leadership recognises that the existing systems need to be more formalised and made more rigorous.
The strategic use of resources	Good. The school maximises the use of available grants well to improve its learning resources and accommodation and uses them effectively for its designated purposes. The basic principles of best value are soundly 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"> • Children like school. • Behaviour in the school is good. • The school expects children to work hard and achieve his or her best. • Parents feel comfortable approaching the school with a question or a problem. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework that children get to do at home. • More information about how their children are getting on. • The school to provide a more interesting range of activities outside of lessons.

A very small number of parents (13.95%) replied to the questionnaire and only 14 parents attended the parents' meeting held prior to the inspection. Inspectors agree with all of the parents' positive views. With regards to the areas that parents would like to see improved inspectors partly agree with the first two points made. However, the school is also aware of these two concerns through the questionnaire sent out before notification of the OFSTED inspection. In response to the findings the school has reviewed the homework policy and has started to send to parents more information about what pupils are learning in school. With regard to the issue of the school providing a more interesting range of activities outside of lessons, inspectors disagree. The school does a great deal to enhance the statutory curriculum through a wide range of interesting visits, visitors and after school activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in English, mathematics and science by the end of Year 6 because of the very good teaching that occurs in this class of pupils.

1. Results in the National Curriculum tests in English, mathematics and science for pupils in Year 6 have been steadily improving over the last three years. In 2002, results were particularly impressive with pupils' performance being well above the national average in mathematics and science and above the national average in English. In comparison with similar schools, results were well above the average in English and in the top five per cent of similar schools in mathematics and science. These very good results are mainly attributed to the very good teaching that occurs in the Year 6 class.
2. Particular strengths of the teaching and learning in this class are the very secure subject knowledge as seen in English and mathematics lessons, good use of time and resources and a teacher who enthusiastically engages the interest of the pupils. As a result, pupils are well motivated and produce good levels of work and this has a positive impact on their learning.
3. In a very good English lesson for example, the teacher's very good subject knowledge allowed her to ask the pupils probing questions about the characteristics of humorous verse. Whiteboards were used effectively to ensure all pupils were involved in recording their ideas about significant memories. The teaching assistant played a valuable part in this lesson. During the whole class carpet activity, the teaching assistant supported lower attaining pupils well and during the independent work she calmly but firmly managed a group of pupils who were quite challenging. Consequently these pupils managed to complete their independent work satisfactorily and were able to contribute soundly to the conclusion of the lesson. The teacher had very good relationships with the pupils and used humour well to keep the pupils engaged in their learning. Pupils worked hard throughout this lesson and during the conclusion to the lesson pupils confidently read out aloud their attempts at writing a poem about memories.

For example,

‘ Memory is me
As uncomfortable as sunburn
Sitting writing my answers
On the first day of ‘SATS.’

4. In a very good mathematics lesson, pupils learned well because of the good use of time and the pace of the lesson was brisk. Relationships were very good as the teacher used praise well to motivate and encourage pupils to express their ideas. Again the teaching assistant contributed well to the lesson supporting pupils as they explored the concept of symmetry. It is very obvious that the teacher prepares the teaching assistant well so that she is clearly aware of her role in the classroom.

Curriculum provision is very effectively enhanced by visits and visitors and by an emphasis on pupils' having a broad range of practical experiences.

5. The school delivers a broad, balanced and interesting curriculum which meets statutory requirements well. Since the last inspection, programmes of work have been introduced for all National Curriculum subjects which ensures that learning is continuous throughout the school and teachers are now clearly aware of what pupils have been taught in previous classes. An appropriate time is now allocated to the teaching of information and communication technology skills which was a key issue identified in the previous inspection. Also the school has done much to enhance curriculum provision very effectively through visits, visitors and an emphasis on first hand practical experiences.
6. The use of practical experiences is initially started in the Foundation Stage of Learning where the teachers have carefully planned a curriculum that is securely based in the 'early learning goals' expected for children of this age. In the context of a topic on minibeasts the children used magnifying glasses to examine a spider in the 'den' which they had erected in the outside play area. They excitedly discussed the creature and used a book about minibeasts to identify the specimen correctly. The outside provision is very good with a wide range of activities available including sand, water, large play equipment, guinea pigs, bikes, a playhouse and a garden area. Children love working outside and eagerly choose different activities with which to become involved during their time in the outside play area.
7. The emphasis on outdoor provision is continued throughout the school. A wild area is sited in the school grounds and this area is used to support the science curriculum and to provide a place where pupils are able to think and reflect upon different issues. The newly established garden area is also greatly valued by the pupils of the school. The garden promoted a visit to Nostell Priory where pupils learnt how to care for roses and to choose plants to put in the garden. The pupils were very involved in establishing the garden designing the shrubbery, the seating and thinking of the need to ensure wheel chair access so all pupils are able to access this resource.. The buildings manager, who is also a governor, has been instrumental in the setting up of the garden which the pupils greatly appreciate.
8. The scrutiny of display shows that numerous visits are used to stimulate pupils' learning. For example, the visit to Bullcliffe woods stimulated Year 4 pupils to write interesting poems about recycling materials. The visit to Standedge Tunnel supported Year 3 geography work and information and communication technology was used effectively following a visit to Malham by Year 5 pupils. Visitors to the school are also encouraged. For example the 'Stardome' inspired a range of work for Year 6 pupils including science and English. Some very good poetry was produced by the pupils, such as:

Stars sparkle like sapphires pinned
To a black sheet
Galaxies reflect into puddles right beneath my feet
The stars flicker and dance
In the radiant sky.

Other visitors to the school include a South African drummer and an author and story teller during National Book Week. Pupils all speak interestedly and enthusiastically about the visits and visitors to the school and all of the interesting opportunities contribute to ensuring that curriculum provision is very good.

Pupils greatly enjoy attending school; they show very good interest in their work and their behaviour is very good.

9. The pupils' very positive attitudes to learning and very good behaviour make a significant impact on their attainment and progress. All pupils, including those with special educational needs, enjoy learning. Their enthusiasm and interest was seen in several subjects. For example, in a Year 1 history lesson pupils discussed differences between long ago and now in the context of the 'seaside'. All pupils tried hard and found the pictures from Victorian times interesting to talk about. In a Year 2 mathematics lesson pupils responded to the teacher's questions very well and were willing to share their ideas, explaining confidently their strategies for problem solving. Throughout the lesson, there was a lively brisk atmosphere, with the teacher using praise effectively to motivate and encourage pupils. Pupils were particularly responsive to the problem of working out how many plants were needed to plant in the flower troughs as it was an activity to which they could see the purpose – improving the school environment.
10. As soon as children start school they are helped to understand what is expected of them. They quickly learn routines, to share ideas and resources and the part they have to play in keeping resources tidy. The children's personal, social and emotional development is very effectively promoted as children are encouraged to negotiate ideas, and to try and solve their own problems by discussing their ideas sensibly and fairly. Children respond well to this approach and the few disagreements that do occur are dealt with quickly and effectively.
11. Both in the questionnaire and at the parents' meeting, parents report that their children enjoy school and that behaviour is good. These opinions are well founded. When asked, pupils also express their like of the school. In lessons and in and around the school, pupils' behaviour is very good, and they play very well together on the playground. The headteacher supports the playground behaviour well and at lunchtime he can be seen playing and talking to pupils. He willingly joins in their games for example, skipping or ball games. Pupils sit sensibly during lunchtimes, chat at an acceptable level and show good manners. They enjoy these times and are courteous to lunchtime supervisors. Older pupils show very good consideration for the younger ones and set them good examples. As adults move around the school, pupils open doors or stand to one side to allow them to pass. The pupils' politeness and good manners are a credit to them. The pupils' very good standard of behaviour is particularly noticeable during whole-school assemblies and adds considerably to the strong sense of community apparent on these occasions. Also, the very good behaviour of pupils makes a positive contribution to their learning because there is so very little time lost to unnecessary distraction or disruption in lessons. When pupils come into class after playtime or lunchtime, they are ready to get on with their work and teachers do not have to sort out difficulties that have occurred during the break.

The school promotes a very strong spiritual, moral, and social development and relationships throughout the school are very good.

12. Spiritual, moral and social development are very good overall Although the school does not specifically plan for provision in these areas the opportunities provided in religious education, assemblies, residential visits and the school council promotes development in these areas. In a very good assembly led by Year 6 pupils, music, poetry and pictures very effectively promoted pupils' spirituality. At the end of the assembly all pupils sat in silence in the darkness reflecting upon the messages the Year 6 pupils had given to the school. In the Foundation Stage of Learning the children were fascinated by the spider they had discovered in the outside 'den'. They excitedly discussed what they could see, marvelling how it moved

and how it made a web. The guinea pigs also fascinated the children and as soon as they went outside many rushed over to see how the guinea pigs were.

13. Pupils clearly know difference between right and wrong and are not afraid to comment when they think behaviour is not as it should be. This was seen in a Year 2 religious education lesson when pupils were listening to the story of Joseph. Upon hearing how Joseph's brothers told their father that Joseph was dead, one pupil spontaneously commented 'That was an awful, awful, awful thing to do.' Almost of the pupils recognised that Joseph's father was wrong in favouring him over his brothers and say that he should have loved all his sons equally.
14. The recently formed school council is very effectively developing pupils' social development. The councillors take their responsibilities very seriously and even the youngest pupils feel that their ideas are considered and valued by all. All pupils in the school learnt a lot about citizenship during the election of the councillors and on the day following the local elections, pupils held their own ballot to appoint the councillors. The pupils feel that their role is taken seriously by the staff of the school and suggestions made are carefully considered. Already the council has decided they would like to introduce a 'buddy' system into the school and the pupils views were taken into consideration during the establishment of the school garden. The residential visits that the school provides for pupils in Years 3-6 also effectively promote pupils' social development.
15. The quality of relationships at all levels is a pleasure to see. Teachers are able to set challenging but realistic learning goals for pupils. They have high expectations of the quality and quantity of work in an environment where all pupils are striving to do their best. In Year 6, for example, the pupils are able to use their personal experiences to relate to the issues being discussed, for example understanding and valuing different peoples' beliefs. They know that their points of view will be listened to and respected. Similarly, individual pupils are able to challenge each other's thinking without fear of hurting feelings or of undermining what other pupils have said. All pupils in the school feel valued and are fully included in all activities. For example the needs of the pupils in wheel chairs are carefully considered at playtime as they are encouraged for example to draw and sketch during play activities. When moving around the classroom, pupils spontaneously help these pupils if they see that furniture is causing them a problem.

WHAT COULD BE IMPROVED

The use of information and communication technology in all relevant curriculum areas.

16. Information and communication technology (ICT) provision has improved greatly since the previous inspection when ICT was identified as a key issue for the school to improve. The inspection identified that staff development was needed in order to develop the teachers' skills and confidence in teaching this subject. Since this time all staff have had intensive training and all are much more proficient and confident in teaching ICT. A new computer suite has been established also and all classes receive approximately one hour a week in the suite developing their ICT skills. Pupils greatly enjoy these sessions as was seen by Year 1 pupils as they worked collaboratively in pairs inputting statistical information to produce a pictogram. Despite the fact that the seating did not allow pupils to work together easily, these young pupils tried very hard to co-operate with each other and share the use of the 'mouse'. The seating arrangements need to be reviewed and improved so that pupils can work in pairs at the computer. Other improvements in provision include the introduction of helpful

documentation including a programme of work to ensure that pupils' learning is continuous throughout the school. A computer club has been established for Years 5 and 6 pupils. This is run by the enthusiastic and competent subject co-ordinator. All of these factors have resulted in improved standards of attainment in ICT since the previous inspection.

17. Although provision has improved resulting in pupils' improved capability with ICT there is still work to be done. As yet there is limited use of ICT in the classroom during lessons and the few computers around school are used mainly for pupils to complete work or to support pupils with special educational needs. More hardware is needed so that pupils are able to utilise the skills taught to them in the suite more effectively. New software to support learning in different curriculum areas has been purchased but as yet the software's use has not been maximised. The subject co-ordinator has had limited opportunity to monitor and evaluate direct teaching and learning in this subject and consequently is not securely aware of strengths and areas for development within this subject.

Pupils' knowledge of how well they are achieving and what they need to do to improve.

18. Pupils do not receive sufficient information about how well they are doing with their learning and how they might improve the quality of their work. The school's practice in many classes, of pupils working on paper, which is filed away into a folder, is unsatisfactory, particularly for the younger pupils. Pupils are not being allowed to monitor their own progress or to look back at work in order to learn from their mistakes or to use good ideas in new pieces of work. In some classes the work filed away is in a 'jumble' and there is no easy way of checking upon how well pupils are progressing with their work. A system of target setting for writing has been recently established. However the 'filing system' does not enable the pupils to check if they have achieved their target and in some classes targets are not easily accessible. A good system has been introduced whereby the target cards for each individual pupil are available on the table where the pupil is working. The thinking behind this is that each pupil is able to refer to their target when they are writing both in English and in the other subjects of the National Curriculum. However the 'blue baskets' where targets are stored are not always on the pupils' tables and consequently the targets are not impacting as positively as they should in some classrooms. There are also instances of too many worksheets and practise National Curriculum tests, notably in Year 2. The over use of worksheets restricts the opportunities for pupils to develop their independent writing skills and the marking of worksheets is often unhelpful in further developing pupils' knowledge, skills and understanding.
19. Scrutiny of work overall reveals that the quality of written marking is inconsistent across the school and marking is not used satisfactorily in the majority of classes to inform pupils what is good about their work and how they might improve it. In some instances there is evidence of work not being marked at all. Some of the issues identified have been recognised as concerns by the senior management and there are plans in place already to address some of the issues. For example, the Year 1 pupils since January have been using books to record their ideas so that other staff can see the value of working this way. Also the school intends to develop a record of achievement for each pupil with the intention of encouraging pupils to record their positive achievements by evaluating their own learning.

The attendance of some pupils.

20. Since the last inspection when attendance was judged to be satisfactory at about the national average, the attendance rate has declined and is now below the national average. The rate of authorised absence is above the national average. The school is aware of the fact that some

pupils are taking holidays during term time and others are having too many days absent from school. In an attempt to improve this situation the school awards weekly class attendance certificates which the majority of pupils try hard to attain and which also contributes positively to the team spirit within the school. Another effective incentive is a certificate awarded to pupils who have over ninety-five per cent attendances in school. Again the majority of pupils value these certificates and are proud when they receive one.

21. However, although the school is aware of the issue as yet it does not do all it could to improve pupils' attendance. One of the teaching assistants has the responsibility of checking registers but there is no agreed system in place of contacting parents on the first day of an absence if on the rare occasions of parents failing to notify the school of why their child is absent that day. The coding system used on the registers is also quite vague and does not clearly identify why pupils are absent from school. Also although the school thinks it knows why the statistics are as they are, it has not carried out a statistical analysis of its attendance data checking if the below average attendance is to do with holidays during term time, or is it certain groups of pupils, for example younger children, or is it certain families that are affecting the attendance statistics. This statistical analysis should be done in order to identify any attendance patterns and to investigate if it reflects on pupils' progress throughout the school.
22. Also the way pupils are allowed authorised absence from school needs to be reviewed. A holiday application form should be completed requesting leave from school rather than a letter from the parent informing the school of what is happening. Pupils should not be authorised for more than two weeks holiday from school during term time and this needs to be made more explicit in the school brochure so that parents are more clearly informed of the desirability of keeping pupils in school.

Monitoring and evaluation procedures.

23. At the present time there are numerous of monitoring and evaluating systems in school. For example, lesson observations, discussions with pupils and scrutiny of pupils' work by the senior management team and the governors working in school and providing feedback to the governing body as a whole. According to the headteacher the arrangements for performance management for teaching staff are good and the outcomes of monitoring and evaluation within this system are linked clearly into staff development. As yet the teaching assistants and nursery nurses are not involved in performance management but there are plans to include these staff in September.
24. However, it is recognised that the monitoring and evaluation systems need to be more formalised and a more systematic approach to monitoring and evaluation activities should be adopted. A policy needs to be written which explains the practice within the school and a timetable to be produced of when things are going to happen, so that the process becomes manageable. This year it has been difficult to do as the senior management team would have wished because of the long-term sickness absences of three teachers. Also when monitoring activities have been carried out and evaluations made, then a record should be kept of the suggested action points so that future monitoring activities can refer back to the documentation and can check how well the actions have been implemented.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to develop further, the governors, headteacher and staff should improve:

1. the use of information and communication technology in all relevant curriculum areas by:

- auditing the use of ICT in each curriculum area ensuring appropriate software is available;
- improving hardware facilities outside of the computer suite;
- familiarising staff with the new software programs;
- providing opportunity for the subject co-ordinator to monitor and evaluate teaching and learning in this subject.

The school should also review the seating arrangements within the computer suite.

(paragraphs: 16 & 17)

2. pupils' knowledge of how well they are achieving and what they need to do to improve by:

- pupils using books to record their work;
- limiting the amount of worksheets and practice National Curriculum tests carried out and promoting pupils' independent writing;
- developing the existing target-setting system so pupils are more aware of their learning targets;
- improving the quality of feedback, including written marking, so pupils know the features of their work that are good and how to improve the quality of their work.

(paragraphs: 18 & 19)

3. the attendance of some pupils by:

- carrying out a regular statistical analysis of the attendance data identifying pupils who are causing concern and discussing the issues with the families concerned;
- reviewing and improving how parents request holiday leave and the school no longer authorising absence over two weeks during term time;
- sharpening up the attendance information in the school brochure;
- establishing a first day absence contact system.

(paragraphs: 20-22)

4. monitoring and evaluation procedures by:

- producing a monitoring and evaluation policy which reflects the practice in the school;
- organising a yearly overview of what happens when and by whom;
- documenting evaluations and action suggested so that improvements can be checked;
- involving teaching assistants and the nursery nurses more in the performance management process.

(paragraphs: 23 & 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	9	2	0	0	0
Percentage	0	21.4	64.3	14.3	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 seven 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	212
Number of full-time pupils known to be eligible for free school meals	n/a	48

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	2	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	6.5
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	10	10	10
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	87 (94)	87 (83)	91 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	10	10	11
	Total	20	21	22
Percentage of pupils at NC level 2 or above	School	87 (92)	91 (89)	96 (92)
	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	19	19	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	17	17	19
	Total	31	31	35
Percentage of pupils at NC level 4 or above	School	82 (79)	82 (71)	92 (82)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	15
	Girls	17	17	17
	Total	32	33	32
Percentage of pupils at NC level 4 or above	School	84 (n/a)	87 (n/a)	84 (n/a)
	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	203	0	0
White – Irish			
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African			
Mixed – White and Asian	3	0	0
Mixed – any other mixed background			
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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)	8.1
Number of pupils per qualified teacher	26.1:1
Average class size	30.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	216

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	3.5

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
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	£
Total income	507123
Total expenditure	535063
Expenditure per pupil	2098
Balance brought forward from previous year	6701
Balance carried forward to next year	-21239

Results of the survey of parents and carers

Questionnaire return rate: 13.95%

Number of questionnaires sent out	258
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	19	6	3	0
My child is making good progress in school.	47	39	8	0	6
Behaviour in the school is good.	58	33	6	3	0
My child gets the right amount of work to do at home.	19	28	28	11	14
The teaching is good.	64	19	14	0	3
I am kept well informed about how my child is getting on.	50	19	25	6	0
I would feel comfortable about approaching the school with questions or a problem.	61	31	6	2	0
The school expects my child to work hard and achieve his or her best.	56	42	2	0	0
The school works closely with parents.	39	42	11	3	5
The school is well led and managed.	42	50	3	0	5
The school is helping my child become mature and responsible.	42	44	8	0	6
The school provides an interesting range of activities outside lessons.	44	19	11	19	7