

INSPECTION REPORT

BILL QUAY PRIMARY SCHOOL

Gateshead

LEA area: Gateshead

Unique reference number: 108357

Headteacher: Mr K. Welsby

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 5 – 6 November 2002

Inspection number: 246786

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:	4 – 11 years
Gender of pupils:	Mixed
School address:	Davidson Road Bill Quay Gateshead Tyne and Wear
Postcode:	NE10 0UN
Telephone number:	0191 4693013
Fax number:	0191 4693013
Appropriate authority:	The governing body
Name of chair of governors:	Mrs E. Pickering
Date of previous inspection:	1 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
11328	Mrs M. R. Shepherd	Registered inspector
9986	Mr W. Twiss	Lay inspector
21534	Mrs K. Rawson	Team inspector

The inspection contractor was:

TWA *Inspections* Ltd
102 Bath Road
Cheltenham
GL53 7JX

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bill Quay Primary School mainly serves the small community of Bill Quay in Gateshead, which has a mixture of private and rented accommodation. It also attracts pupils from the adjacent local education authority. There are 167 pupils on roll with an even number of boys and girls overall. Pupils are organised in single-age classes in reception and Year 1 but the rest of the classes have mixed-age groups, with three year groups split between two different classes. Over 8 per cent of pupils are eligible for free school meals, which is below average. Two and a half per cent of pupils are of Indian origin and speak English as their first language. Fourteen and a half per cent of pupils are on the register for special educational needs, which is below average. There have been no pupils with Statements of Special Educational Need for the past five years, which is below average. Attainment on entry to the school is above average, although occasionally a year group enters the school with average attainment.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils make good progress in English, science and gymnastics and have a very good start to their education in the reception class. Staff provide a calm context for learning, which ensures that pupils have very positive attitudes to their work, sensitive relationships with each other and very good behaviour throughout the school day. Teaching is good overall, with excellent teaching for the youngest and oldest pupils. The headteacher, deputy headteacher, co-ordinators and governors work closely together. The school provides good value for money.

What the school does well

- Standards of Year 6 pupils in English, science and gymnastics are well above average.
- Reception children make very good progress because the teaching is excellent and the curriculum is very stimulating.
- Attitudes, behaviour, relationships and personal development are very good.
- Teaching is good, partnership with classroom assistants is very good.
- Leadership and management are good; governors work closely with the school.
- The curriculum for moral and social development is very good.
- The quality and range of physical education is very good and has resulted in the Activemark Gold award¹. The extra-curricular activities are very good.

What could be improved

- Standards of Year 6 pupils in mathematics are lower than English or science.
- Progress in reading is too slow in Years 1 and 2.
- Communication with parents is not effective enough.
- Arrangements for statementing pupils with special educational needs are not effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in December 1997 the school has made good improvement. Both the previous key issues have been completed. Standards have risen in English and science. Progress in reception is faster. Attitudes and personal development are even better, as is the rate of attendance. The quality of teaching now includes some excellent features. The school has extended its work in physical education and has gained the Activemark Gold award. The governing body is more fully involved in the work of the school. However, partnership with parents is not as effective. The school has a good capacity for future development.

¹ The Activemark Gold award is awarded by the government and requires a very good range of activities provided by the school to extend the physical development of pupils.

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	B	A	A	A
Mathematics	C	A	C	C
Science	A	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The inspection confirms the standards of the national tests. The trend overall over the past four years is above the national level. The school sets itself challenging targets that it usually achieves, however occasionally they are unrealistic in mathematics. Standards in gymnastics are well above average.

Standards in the 2002 national tests for Year 2 pupils are well above average in writing and average in reading and mathematics. The inspection confirms the standards in writing. The very good standards reflect the high quality development work carried out by the Year 2 class teacher and the literacy co-ordinator. Standards in mathematics are rising and the inspection judges them to be above average. The Year 2 class teacher challenges pupils well in whole-class sessions and matches individual work carefully to pupils' needs. Reading standards are too low. Pupils do not develop a love of reading. Teacher assessment in science in 2002 shows attainment as below average. Pupils now receive a challenging, balanced programme of work and standards are now above average.

Children in reception make very good progress in all Areas of Learning² because the teaching is excellent and the curriculum very stimulating. Children are securely on track to achieve well above the expected level by the end of their reception year in all the Areas of Learning, with the exception of physical development. Progress is slower in this aspect of the curriculum because the classroom does not have direct access to their outdoor play area.

Progress from Years 1 to 6 varies considerably between different subjects. It is good in the junior classes in English and science, but too slow in mathematics. Progress is good in writing in the infant classes, satisfactory in mathematics, but too slow in reading. The school has put considerable efforts into raising standards in writing and science. They have the potential to transfer these strategies to raising standards across the curriculum.

Overall pupils with special educational needs make good progress. However, the slow processes of completing statementing procedures are reducing the progress of a very small proportion of these pupils. More-able pupils make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are very enthusiastic about their work and settle quickly to their tasks.
Behaviour, in and out of classrooms	This is very good. Pupils expect to behave sensibly in lessons and listen carefully to staff. They are very polite to each other and to adults. Pupils play sensibly together in the playground.

² The Areas of Learning are the recommended curriculum from the government for children in reception classes.

Personal development and relationships	These are very good. There are high-quality relationships throughout the school. Pupils are very willing to listen to each other's views and respect differences of opinion. This is particularly good in circle time ³ . Pupils are keen to accept responsibility when it is offered.
Attendance	This is well above average.

Pupils work very well together in the mixed age classes.

TEACHING AND LEARNING

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

Overall teaching is good. Nearly half of the teaching is very good and there are excellent features in the work of the Year 5/6 teacher in English and physical education. Teaching in reception is consistently excellent.

Teaching of writing is very good and is taught well across the curriculum. Teaching of reading is very good in reception and the junior classes, but is not so effective in the infant classes where pupils do not develop positive attitudes to reading. Teaching of mathematics is good in lessons in both infant and junior classes. However, teachers do not plan together in mathematics in the junior classes to ensure that pupils in mixed-age classes are getting similar experiences. The teaching of numeracy throughout the school is satisfactory overall.

Teachers work very well with classroom assistants. All staff manage pupils very well. They all create a calm context for learning. They match the work carefully to different pupils' needs. Teachers challenge more able pupils well in English and science. They organise lessons carefully to support pupils with special educational needs. They produce high quality displays. Not enough time is given to reading homework in Years 1 and 2.

Pupils try hard to do their best in lessons. They have good levels of concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good overall. It is very good in physical education and has resulted in the award of Activemark Gold. Investigations in mathematics and science are covered well. The reception curriculum is excellent apart from the lack of direct access for outdoor play. The extra-curricular activities are very good, particularly the opportunities for the infant pupils.
Provision for pupils with special educational needs	This is good. Teachers write very careful individual education plans with clearly defined targets. Pupils are supported well in lessons. Procedures for statementing pupils are too slow and are reducing the amount of support needed for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The curriculum for moral and social development is very good. Staff ensure that the school focus on rights, responsibilities and respect ⁴ are followed through very effectively. Both cultural and multi-cultural development is good and spiritual development is satisfactory.

³ Circle time is a lesson where pupils sit in a circle and take turns to discuss their views and feelings.

⁴ This is part of the school's aims.

How well the school cares for its pupils	The school takes good care of its pupils. Child protection and health and safety are well in place. Careful records are kept of pupils' personal development.
Partnership with parents	A significant number of parents do not feel that they are well informed or that the school works closely enough with them.

Midday supervisors and the catering team support pupils well at lunchtimes.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher manages the budget well and ensures that staff are strategically placed in order to raise standards. The deputy headteacher supports the headteacher extremely well. She is a very good literacy co-ordinator. All co-ordinators work very well to develop their subjects.
How well the governors fulfil their responsibilities	The governors have a very good understanding of the strategic planning of the school. They have a united view of the fundamental aims of the school and use this in making their decisions.
The school's evaluation of its performance	The school has good systems for ensuring that monitoring takes place regularly. It works closely with governors to produce key priorities for development.
The strategic use of resources	The budget is used carefully to enhance the work of the school. The secretary is very efficient. The school deploys staff carefully.
Accommodation	The reception class is too small and does not have direct access to the outdoor play area. The caretaker and cleaning team work hard to keep the accommodation clean.

The school uses the principles of best value carefully. The governors play a crucial role in producing the School Strategic Plan⁵.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty-seven per cent of parents returned the questionnaire. Twenty parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school has high expectations of their children. Their children like school. Teaching is good. They are comfortable in approaching the school with questions. Behaviour is good. The school is well managed and led. 	<ul style="list-style-type: none"> The school does not work closely enough with them. They are not well enough informed about their children's progress. There are not enough activities outside of lessons. There is not the right amount of homework.

Inspectors agree with the positive views of parents, although expectations in mathematics are lower than in English or science. They disagree that there are not enough activities outside of lessons and judge this to be very good, particularly the opportunities for the infant pupils. They agree that the school does not keep them sufficiently informed. They judge homework as satisfactory overall. The amount of homework in Years 1 and 2 is at the expected level but the proportion of time given to reading is too small.

⁵ The School Strategic Plan identifies the key developments for the future of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of Year 6 pupils in English, science and gymnastics are well above average.

English

1. Standards in speaking and listening, reading and writing are well above average by the end of Year 6 because there is a high-quality co-ordinator. She analyses weaknesses perceptively and then attends courses to increase her own understanding. She identifies strategies to raise standards and the quality of teaching, and after initiating the new systems, she supports individual teachers and monitors pupils' work. This ensures that the new systems are used systematically through the school and produces good progress between classes. For example, she worked with the Year 2 teacher and pupils to improve their independent writing and standards rose from below average to well above average in the national tests over just one year. The teaching of English is very good in writing and speaking and listening resulting in consistently good progress through the school. The teaching of the co-ordinator is excellent and because she works predominantly with the Year 6 pupils, they make very good progress in their final year in school.
2. The following features underpin the success of the school in achieving standards that are well above average in speaking and listening.

Speaking and listening

- Good-quality discussion during whole-class sessions, where pupils are expected to respond to questions in detail;
 - regular circle time lessons, which are sensitively handled to ensure pupils feel confident to take part in expressing personal feelings;
 - teachers organise pupils very effectively to work in pairs across a range of different contexts ranging from preparing answers to questions in whole-class discussions to working together to draft a piece of writing.
3. The following features contribute to the success of the school in achieving standards that are well above average in writing.

Writing

- Daily handwriting practice, where pupils take a pride in producing carefully constructed letters;
- pupils transfer their handwriting skills across the rest of their writing;
- teachers provide very interesting and varied tasks for pupils writing, which captures their imagination. For example, in Year 2 pupils wrote detailed instructions across different personal experiences. One pupil wrote *'Half a minute later. Bring your toothbrush out of your mouth and spit all the toothpaste out'*;
- teachers provide very clear frameworks to give pupils confidence in writing different types of stories. For example, in Year 2 pupils drew a road for a journey of several different animals and then wrote parts of their story along the road. This particularly helped the boys because it widened the ways they could think about the sequence of the story;
- very good use of the literacy sessions to teach pupils basic skills using very clear explanations and the opportunity to practice those skills. For example, in the Year 4, 5 and 6 group, the teacher analysed the position of adverbs extremely well, so that pupils realised that placing the adverb early in a sentence gives more power to the

overall writing. They then wrote their own stories in pairs, placing the adverbs skilfully within their writing;

- skilful teaching of the use of poetic language with older pupils to extend their confidence in techniques, such as personification and metaphor. For example, Year 6 pupils wrote poems including the lines *'The wind was an angry child, dropping tears along the way'*. and *'The moon is in a bundle of stars, floating across a midnight river'*;
- teachers use pupils' current experiences well as a basis for writing. For example, a Year 6 pupil wrote a carefully crafted spell during the Hallowe'en period and wrote, *'Thrice the wasp has stung today; stir, stir in a special way'*;
- teachers mark pupils' work thoroughly, identifying the key strengths of the writing. Pupils are so interested in these comments, that they sometimes make a written reply to them;
- teachers support pupils with special educational needs well, providing carefully-structured activities to maintain their confidence and extend their skills carefully. For example, a Year 6 pupil with special educational needs was given high-quality support to discuss the setting, the character and the words he could use and then managed to write, *'You'd better stop said Lenny with a tear rolling down his face'*.

Reading

4. Children get a very good foundation for reading in reception. Progress then slows in Years 1 and 2. The teaching of reading in the literacy sessions is good throughout the school. It is the organisation for pupils to develop independent skills in Years 1 and 2 that is slowing their progress. Progress increases again in the junior classes. The following features are successfully raising standards:-

- daily opportunities for pupils to read quietly to themselves, with excellent features in the Year 5/6 class where the teacher shows genuine enjoyment when reading her own book alongside the pupils;
- regular records kept of pupils' progress;
- an interesting range of books in classrooms;
- in-depth discussions about different key texts;
- the use of key texts as a focus for writing. For example, in the Year 4 / 5 / 6 group pupils gained a very good understanding of a bullying sequence in a story by writing it for themselves, which deepened their understanding of the techniques used by the author. A pupil wrote, *'With a face as cold as stone, he took five giants steps towards Lenny'*;
- teachers use non-fiction texts skilfully in literacy sessions to extend their reading skills. For example, in the Year 5/6 group pupils wrote their own non-fiction extracts after analysing a non-fiction book together.

Science

5. Standards in science are well above average by Year 6 because teachers cover investigative science thoroughly and pupils develop skills of scientific thinking as they progress through the school. They receive a well-balanced programme of work across the science curriculum and carry out stimulating investigations. The Year 2 teacher encourages pupils to make personal responses to their scientific investigations. For example, a pupil wrote, *'Wood will give you splinters, It is not stretchy'*, and when writing about fair tests a pupil wrote, *'You need the same size paper and the same size puddle'*.
6. By Year 6, pupils include a large amount of detail in their written accounts of experiments because the teacher provides a challenging framework for them to use regularly. This is particularly good in requiring a conclusion and pupils strive to identify key characteristics. For example, a pupil wrote, *'When a solid dissolves it turns into tiny parts so small you can't see them'*. More-able pupils in Year 6 develop very good observational skills and

then record them accurately. For example, a pupil wrote, '*Sand fell to the bottom in lumps*'.

Gymnastics

7. Pupils have regular opportunities to develop skills in physical education. By Year 6, in gymnastics, pupils have a very high level of expertise and confidence because they have steadily developed skills through the school and then receive excellent quality teaching in the oldest class. For example, they all produce complex sequences including travelling, rolling and jumping, paying attention to the flow of the routine and the preciseness of each movement.

Reception children make very good progress because the teaching is excellent and the curriculum is very stimulating.

8. Features of the excellent teaching and curriculum for reception children are as follows:-
 - very high-quality partnership between the teacher and the classroom assistant;
 - highly skilled pace across whole-class sessions, which drops subtly when new learning is taking place and increases when learning is being consolidated;
 - excellent use of children to take part in demonstrations. For example, children pointed to key words in the 'Big Book';
 - excellent use of resources to stimulate and maintain children's attention. For example, in mathematical development the teacher used a washing line of socks, a crocodile puppet, numbers on cards, the register and a ladybird xylophone;
 - excellent systems for independent play, which children use very confidently;
 - very imaginative resources for independent play. For example, the dough for developing physical skills not only had little sparkling fragments in it but was also flavoured with banana essence, which gave excellent opportunities for children to extend the use of their senses;
 - a great enthusiasm for learning by both adults, which is transmitted to all children. For example, when introducing a new 'Big Book', the teacher said she had had a peek at the story before the lesson and the children couldn't wait to find out what happened;
 - high-quality questioning, challenging children to think and respond;
 - excellent use of mistakes for children to identify. For example, the lion puppet read words incorrectly and the crocodile puppet counted the number of socks wrongly and the children loved telling them the right way to do it;
 - a very caring, firm and supportive context set for each child across all elements of the lessons, which gives them confidence to explore and question and carry out their work;
 - extremely thorough coverage of all of the reception curriculum, linking experiences very effectively across activities to provide maximum opportunities for learning.

Attitudes, behaviour, relationships and personal development are very good.

9. Pupils develop very good attitudes to their work because teachers are enthusiastic and sensitive to individuals' needs. Teachers organise pupils carefully to ensure that they understand what they have to do and pupils respond very positively to all the different systems in classes. Pupils expect to behave sensibly in lessons and they listen courteously to adults and to each other because teachers set these standards themselves. Pupils move around the school very sensibly and play well together in the playground. Relationships are very good throughout the school, with girls and boys working comfortably together because they have plenty of opportunities to work in pairs or small groups. Pupils enjoy taking responsibility for different tasks both in lessons and around

the school. They respect each other's views, particularly during circle time, when they extend their skills of negotiation and compromise. For example, in Year 6 small groups had to share their different views of what objects to take on a mountain expedition and then agree on what they would actually take.

Teaching is good; partnership with classroom assistants is very good.

10. The features of the partnership between teachers and classroom assistants are as follows:-
- a clearly shared understanding of the learning that is planned for each lesson;
 - good-quality support for individuals during group work. For example, a classroom assistant took a group of pupils to the computer suite where they used computers to draft their writing;
 - support from the classroom assistant for individuals during whole-class sessions;
 - support for pupils with special educational needs in lessons;
 - support for pupils with special educational needs when they are withdrawn to concentrate on specific skills. For example, a classroom assistant worked very sensitively with two pupils in the hall to extend their physical co-ordination.
11. Other features of the good teaching are as follows:-
- the creation of a calm and well ordered context for learning in lessons;
 - the management of behaviour and the effective use of praise to motivate pupils;
 - recapping the learning at the end of the lesson;
 - regular opportunities for pupils to work together;
 - different tasks which match pupils' needs well;
 - teachers challenge more-able pupils in English and science;
 - teachers use pupils' own work to extend learning across the whole class. For example, in Year 2 the teacher word processed a pupil's instructions for cleaning her teeth and then the class produced a flow chart of the different parts of the sequence. The pupil was overwhelmed to find out that she was the author;
 - teachers listen carefully to pupils' contributions during whole-class discussion and give them carefully-structured support to extend their answers. They then use these answers skilfully to support the learning across the whole class;
 - teachers produce high quality displays in their classrooms and around the school.

Leadership and management are good; governors work closely with the school.

12. The headteacher creates a positive context for staff to work together to improve the work of the school. He manages the budget well and identifies opportunities for extending the resources of the school through additional grants. He organises monitoring systems for co-ordinators systematically and delegates key developments effectively to staff. The deputy headteacher works extremely effectively across her range of responsibilities. She sets very high standards in her own teaching. Co-ordinators all have a very good understanding of how they plan to develop their own subjects. Governors work very well together and have a very good understanding of the key priorities for development because they have been closely involved in devising a new format for strategic school development planning. Through this process they have a very clear understanding of current initiatives.

The curriculum for moral and social development is very good.

13. Staff set high moral standards for pupils to follow. They explain rules carefully to pupils and the school theme of 'Rights, Responsibilities and Respect' is reinforced across a wide range of activities. Teachers use circle time very effectively to extend pupils'

understanding of moral issues. For example, in Year 2 pupils discussed the need for rules and gained a very good understanding of how rules can help to solve problems and avoid disputes arising. Pupils receive many opportunities to extend their social skills. In lessons, teachers ensure that pupils work in a variety of different groupings. At times, teachers allow pupils to choose their own groups, but they also intervene to ensure that there are mixed gender and ability groups and pupils respond positively to these arrangements. Teachers work together to organise opportunities for older pupils to work with younger pupils. For example, older pupils have partners in reception who they support at playtime.

The quality and range of physical education is very good and has resulted in the Activemark Gold award. The extra-curricular activities are very good.

14. The school has worked very hard to meet the requirements of the Activemark and reached the highest level at the first attempt. Teachers organise a wide range of sporting opportunities for pupils and bring in additional expertise to widen the range of activities on offer. For example, pupils can go through a short introductory course for Judo. There is a very good range of extra-curricular sporting opportunities including hockey, netball, football, dance, gymnastics, cricket and basketball. An unusual additional feature is a weekly games club for infants, which gives them a very good additional opportunity to extend simple games skills. As well as the sporting activities, the school runs drama, choir and computer clubs. The computer club supports pupils across all age groups and is the result of additional funding gained by the headteacher's efforts.

WHAT COULD BE IMPROVED

Standards of Year 6 pupils in mathematics are lower than English or science.

15. Each of the year groups from Years 3 to 5 are split across two different classes. Within these split-age classes pupils work in mixed-age groups. This works effectively in English and science because teachers cover different content but emphasise similar skills. However, this is not working well enough in mathematics because this subject requires systematic development of skills and understanding in numeracy. The range of work for each class is too different to ensure smooth progression of learning through the junior classes. Teachers in the junior classes do not plan their work together and do not have a clear enough understanding of how their own work compares with that of the other classes. There is a range of different recording systems to track individual pupils' progress through the mathematics curriculum. However, these are not being used effectively enough to ensure that pupils' new learning builds systematically on previous knowledge and understanding.

Progress in reading is too slow in Years 1 and 2.

16. Pupils in Years 1 and 2 do not have consistently positive attitudes towards reading because they do not get enough time to enjoy books individually or to choose books that interest them. Teachers do not systematically provide opportunities for pupils to develop a love of books. The infant library is sited a considerable distance from these infant classes and reduces opportunities for teachers to use it informally through the school day. Some pupils choose library books that are far too hard for them to read and enjoy or do not expect to find any books that would interest them. The reading scheme books are not organised effectively enough to allow pupils to find the next book easily for themselves. The books from different schemes are not grouped together well enough to give pupils enough choice within their reading capability. There are not enough books readily available to match the pupils' interests once they have become independent readers. Pupils have an appropriate amount of homework each night, but the proportion of time allocated to reading is too small.

Communication with parents is not effective enough.

17. The school does not provide regular whole-school newsletters to keep parents informed of key events and developments in the school. They are not provided with an outline of the content of the curriculum for their children each term or of the homework arrangements. This leaves some parents frustrated that they cannot support their children in preparing for the term's work. Parents do feel comfortable about approaching the school with problems but they do not feel well enough informed about the action taken after the initial contact with the school. There is not enough information around the school designed specifically to inform parents of the work of the school.

Arrangements for statementing pupils with special educational needs are not effective.

18. Although the school plans carefully for the support of pupils with special educational needs in lessons, it is not effective enough in getting pupils through statementing procedures. The school has identified pupils who need considerable additional support in their work and tracks their progress carefully. However, these pupils are not going through statementing procedures. This reduces the amount of analysis of these pupils' needs by outside experts as well as limiting the amount of support to which these pupils are entitled. This situation does not allow enough formal and detailed annual reviews to take place before these pupils move on to secondary school.

Accommodation for reception is too small and there is no direct access to outdoor play

19. The reception teaching team works very hard to provide stimulating and inventive opportunities for children to develop skills in independent learning. However, these activities then reduce the amount of space for children to sit as a whole class. There is a special outdoor play area that the teaching team set up carefully to provide a range of activities. However, there is no direct access to this area from the classroom and children cannot choose to work outside during independent activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further extend the work of the school the governors, headteacher and staff should:-

(1) increase the progress of pupils in mathematics from Years 3 to 6 by:-

- analysing the curriculum for each of the split year groups in order to identify the different experiences pupils are being offered;
- from this analysis, organising the planning of termly and weekly lessons more effectively across the whole junior teaching team to ensure pupils from the same year group receive similar opportunities for learning;
- using the tracking systems for individual pupils more effectively to ensure that new learning builds securely on previous understanding and skills;

Paragraph 15

(2) increase the progress of reading in Years 1 and 2 by:-

- improving the infant library provision in order to increase pupils' independent reading skills by:-
 - i. resiting the infant library;
 - ii. making it more attractive;
 - iii. ensuring it is used more regularly by all infant pupils;
 - iv. teaching infant pupils how to select books that match their interests and their reading capability;
- increasing the proportion of homework devoted to reading;
- rearranging the books on the reading scheme so that pupils can get them for themselves more easily;
- promoting more positive attitudes towards reading;

Paragraph 16

(3) improve communication with parents by:-

- providing regular whole-school newsletters for parents;
- informing parents of the content of the curriculum and arrangements for homework at the beginning of each new term;
- giving individual parents more effective feedback on the action taken by the school in response to their concerns;
- providing more information for parents around the school building;

Paragraph 17

(4) increase efforts to speed up the process for statementing pupils with special educational needs.

Paragraph 18

Governors should also include the following weakness in their action plan:-

- the accommodation for reception children is too small and does not allow direct access to outdoor play.

Paragraph 19

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	3	6	3	0	0	0
Percentage	30	17	35	18	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 five percentage points

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	167
Number of full-time pupils known to be eligible for free school meals	14
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	24
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.6
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	* ⁶	*	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	15	16
Percentage of pupils at NC level 2 or above	School	94 (86)	83 (91)	89 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	83 (86)	83 (91)	89 (91)
	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	*	*	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	23	18	23
Percentage of pupils at NC level 4 or above	School	96 (86)	75 (86)	96 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	8	*	*
	Total	23	19	23
Percentage of pupils at NC level 4 or above	School	96 (79)	79 (93)	96 (93)
	National	73 (72)	74 (74)	82 (82)

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

⁶ Where there are fewer than ten pupils in a category, the actual numbers are not reported.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
132	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	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)	7
Number of pupils per qualified teacher	23.7
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	116.25

Financial information

Financial year	2001-2002
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	£
Total income	412,677
Total expenditure	395,740
Expenditure per pupil	2,473
Balance brought forward from previous year	10,529
Balance carried forward to next year	27,462 ⁷

FTE means full-time equivalent.

⁷ This includes funds put aside to improve accommodation.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 47%

Number of questionnaires sent out

167

Number of questionnaires returned

79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	48	3	0	0
My child is making good progress in school.	44	46	4	0	6
Behaviour in the school is good.	39	49	4	3	5
My child gets the right amount of work to do at home.	20	64	15	0	1
The teaching is good.	43	49	4	0	4
I am kept well informed about how my child is getting on.	30	41	20	1	8
I would feel comfortable about approaching the school with questions or a problem.	52	38	5	4	1
The school expects my child to work hard and achieve his or her best.	51	46	3	0	0
The school works closely with parents.	27	44	23	1	5
The school is well led and managed.	38	51	3	5	3
The school is helping my child become mature and responsible.	33	54	8	0	5
The school provides an interesting range of activities outside lessons.	28	51	16	1	4