

# INSPECTION REPORT

## **MILL HILL PRIMARY SCHOOL**

Sunderland

LEA area: Sunderland

Unique reference number: 108784

Head teacher: Mr Alan Smith

Reporting inspector: Mrs Elisabeth Linley  
27281

Dates of inspection: 6th – 7th March 2003

Inspection number: 246823

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 to 11
Gender of pupils:	Mixed
School address:	Saint Court Doxford Park Sunderland Tyne & Wear
Postcode:	SR3 2LE
Telephone number:	0191 5536036
Fax number:	0191 553 4110
Appropriate authority:	The governing body
Name of chair of governors:	Mr M G Holmes
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
27281	E F Linley	Registered inspector
12511	L Buller	Lay inspector
18819	J Atkinson	Team inspector
30346	P Lowrie	Team inspector

The inspection contractor was:

Eclipse Education (UK) Limited  
14 Enterprise House  
Kingsway  
Team Valley  
Gateshead  
NE11 0SR

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33 Kingsway  
London  
WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Mill Hill Primary School is a community primary school with 492 pupils catering for boys and girls from four to 11. The school is situated to the south of the city of Sunderland in the area known as Doxford Park. The school's catchment area is wider than the immediate locality. The area has both privately owned and council properties and represents a very broad social and economic mix. An above average proportion of pupils is eligible for free school meals. Children start school in the September immediately before their fifth birthday. They enter the reception classes with a wide range of ability. However, overall, their attainment on entry to school is well below average, particularly in communication, language and literacy. There is one pupil, a refugee, who is from a black African background and who has English as an additional language and three pupils who are of mixed race. All other pupils are of white British heritage. The number of pupils on the school's register for special educational needs, and the proportion of pupils with statements, is below the national average. The range of special educational needs includes moderate and severe learning difficulties, communication and language disorders, emotional and behavioural difficulties and autism.

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

Mill Hill Primary School is a highly effective school with excellent and very good features. From a well below average start pupils achieve well. Teaching and learning are very good. The curriculum and the environment in which pupils learn are very good. With the support of the excellent partnership established with parents, pupils develop very positive attitudes to learning and their behaviour is excellent. Leadership and management are very good. The school gives very good value for money.

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

- Leadership and management are very good and the partnership established with parents is excellent
- The quality of teaching is very good.
- The school provides a very good curriculum that supports a high quality environment for learning.
- Pupils' attitudes to learning are very good and their behaviour is excellent.

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

- Teachers' marking does not consistently inform pupils about how to improve the quality of their work and so help to raise standards.
- Authorised and unauthorised absences in class registers are not consistently recorded throughout the school. This does not support the school's drive to raise pupils' attendance.

*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 September 1997. Improvement since the last inspection is good overall. The quality of teaching and learning has improved from good to very good. Pupils' attitudes to learning are very good and their behaviour is excellent. The quality of the curriculum has improved from good to very good. A new computer suite is well used and, as a result, the expertise and confidence of staff and pupils has improved. Most of the issues identified at the last inspection have been successfully addressed. Standards in handwriting, have improved significantly as a result of the improved consistency in teaching. Reports to parents now accurately describe what pupils know, understand and can do. Assessments on pupils' work that are retained as evidence, are clearly linked to National Curriculum levels. The partnership established with parents remains a strength and the

school now provides specific information about what is being taught in each year group. Authorised and unauthorised absences in class registers, however, are still not recorded consistently throughout the school and this remains an issue for action.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	D	C
mathematics	B	C	C	B
science	C	A	C	B

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

For the three years prior to 2002, the standards achieved in National Curriculum tests by pupils at the age of 11 have been consistent and have met the national average overall. In 2002, average standards were maintained in mathematics and science but they dropped to below average in English owing to fewer pupils achieving the higher levels. In comparison to similar schools, however, standards were above average in mathematics and science and average in English. In the tests for seven year olds, standards in reading, writing and mathematics were below the national average. However, in comparison to similar schools, standards in reading were above average and were average in writing and mathematics. The school has recognised the need to focus on the development of pupils' literacy and numeracy skills and to consider carefully boys underachievement in relation to girls, in reading and writing. The measures that they have taken are meeting success. During the inspection, no significant difference in the achievement of boys and girls was apparent. The school sets itself challenging targets and standards for the present Year 6 are on course to meet the national average in English, mathematics and science. Although it is not possible to make secure judgements about pupils' progress in most other subjects, observations of lessons, pupils' work, displays, and talking to pupils provide evidence to suggest that standards are at least what they should be for pupils' ages. Standards achieved in art and physical education are above average. Children in reception are on target to achieve the national early learning goals by the time they start Year 1. As a result of high quality teaching, pupils achieve well as do those who have special educational needs and pupils who have English as an additional language.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' eagerness to learn is evident throughout the school. Pupils are proud of their school and have great enthusiasm for lessons and other activities.
Behaviour, in and out of classrooms	Behaviour is excellent. Pupils act responsibly at all times. This high level of behaviour results from the high expectations of teachers and parents for pupils to behave in a responsible way.
Personal development and	Relationships and personal development are very good. Pupils take

relationships	their responsibilities seriously. Relationships are founded on mutual respect.
Attendance	Well below average. Although pupils enjoy coming to school and attendance has improved recently, attendance remains an issue for the school.



## TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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 is very good overall. Almost 100 per cent of teaching is good or better with a significant proportion that is very good and some excellent. No unsatisfactory teaching was seen during the inspection. Teaching in the reception classes provides a very good start for children. Throughout school the teaching of English, including literacy, and mathematics, including numeracy, is very strong. All teachers make very good links between subjects and plan to develop pupils' literacy and numeracy skills in all lessons. Where teaching is good, very good and excellent, regular assessment of pupils' knowledge and understanding in lessons means that teachers know what the pupils have achieved and so work is well matched to what pupils already know. The main characteristic of high quality lessons is the high expectations that teachers have for pupils of all abilities to concentrate and to achieve well. Where teaching could be improved, teachers need to increase the pace of their lessons and plan activities that challenge pupils further so that they make the progress of which they are capable. In addition, some teachers do not mark pupils' work consistently to support pupils in their next steps of learning. Even so, all teachers and pupils relate very well to each other and this promotes a very good atmosphere for learning. As a result, by the time pupils leave school they have made very good progress in their learning and this reflects the high quality of teaching in the school overall.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum meets all statutory requirements. The emphasis given to teaching literacy and numeracy across the curriculum ensures that pupils are well equipped to learn and make progress in other subjects. There is a good range of extra-curricular activities. The curriculum that the school provides is enriched by: a good range of visits, extra curricular activities, a residential experience and visitors to school. School also promotes an inclusive environment in which all pupils are equally valued and have equality of opportunity in all that is offered.
Provision for pupils with special educational needs	Very good. The school works very well and in partnership with outside agencies and parents to identify and support pupils' needs effectively.
Provision for pupils with English as an additional language	Very good. Pupils' needs are quickly identified and suitable support is provided. Pupils are well integrated into the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual, moral, social, and cultural development is very good and contributes effectively to the very good atmosphere for learning established by the whole school community.
How well the school cares for its pupils	Very good. This is a caring school that has highly effective arrangements in place for child protection and for ensuring pupils' welfare. The school's strategy for monitoring and assessing pupils' progress and personal development is used very well to support pupils'

	learning. A particular strength is the promotion of excellent behaviour, elimination of bullying and other oppressive behaviour.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher and other key staff provide very good leadership. The very strong management team, supported very well by staff and governors, have a clear view of where the school is going. Subject and aspect leadership is of a high quality. The school has a firm commitment to school improvement.
How well the governors fulfil their responsibilities	The governors are effective in their work and fulfil their responsibilities to the school very well. They bring a good range of expertise and enthusiasm to their role, and work hard to carry out their duties.
The school's evaluation of its performance	The school reflects critically on its work. It is very good at evaluating its own performance and provision in order to identify suitable priorities for further improvement, setting targets and taking appropriate action.
The strategic use of resources	The school uses its resources very well. Financial planning benefits from careful attention to obtaining best value and the very efficient management of its resources.

## 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 make very good progress.</li> <li>• The school expects children to work hard and do their best and helps them to become mature and responsible.</li> <li>• Children's behaviour is excellent.</li> <li>• Teaching is very good.</li> <li>• The school is very well led and managed.</li> <li>• The school provides 'very good support' for parents. Their suggestions are valued and parents are kept very well informed about their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• No issues were raised</li> </ul>

Inspectors agree entirely with the positive views of the parents raised at the parents' meeting, through questionnaires and during the inspection.

## **PART B: COMMENTARY**

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

**Leadership and management are very good and the partnership established with parents is excellent.**

1 The head teacher, deputy head teacher and other key staff provide very good leadership. They are supported very well by a hard working and dedicated staff who provide subject and aspect leadership and management qualities of a high standard. All staff are determined to provide education for pupils of a high quality. This determination is underpinned by a genuine care for all pupils and a commitment to equal opportunity. As a result the school is a pleasant, well-ordered and happy community and an industrious learning environment. Self-respect, self-esteem, and the importance of valuing others, are evident at all times and have a significant impact on pupils' learning. The head teacher and staff communicate these very effectively through school policies and their day-to-day involvement with each other, pupils, parents and with governors.

2 The school's commitment to consulting and empowering its members is demonstrated by the highly developed roles taken by subject and other co-ordinators who take their responsibilities seriously. Communication within the school is very good and everyone shares a sense of common purpose. For example, all teachers have a clear and practical vision of what constitutes high standards in teaching and learning. As a result the quality of teaching and learning in school is very good overall.

3 Rigorous monitoring by the head teacher, deputy head teacher and curriculum co-ordinators clearly identifies strengths and areas for development. Monitoring is set within the context of celebrating what is done well and identifying ways to improve still further. It is enhanced by a planned programme of support, when subject co-ordinators have the opportunity to teach alongside their colleagues. An agreed timetable of 'non contact time' is also in place and this provides time for teachers to manage their subjects very well. Such procedures help to raise teachers' expertise and support improvements in teaching and learning still further.

4 Governors fully meet their statutory requirements and have allocated responsibilities through a clear committee structure. They take on their role as 'critical friend' to the school very well and provide effective management skills and support. Very effective financial procedures are in place to link identified spending priorities accurately to the school budget. There is a rigorous process in place to ensure that best value is always achieved. For example, in relation to the proposed boundary fence, a comprehensive range of quotations had been sought and discussed before agreement was made. Governors are also provided with reports on the quality of contractors' workmanship, gaining valuable information from local schools. These procedures are enhanced by the very efficient financial administration carried out by the school administrative staff

5 The aim to work in partnership with all those associated within the school community is significant to the school's success. Links with the adjacent nursery and local secondary schools are strong as are those established with the community police and local businesses. The school's approach to partnership working is made clear in its 'Partnership policy'. The importance of working closely with parents is clear, for example, it states that parents are encouraged to contact school 'at the earliest opportunity' should they have any concerns. This approach is greatly valued by parents. As a result the leadership of the school is highly regarded by parents; in questionnaires returned, 99.6 per cent of parents stated that the school is well led and managed.

6 Parents recognise that high demands are made on everyone within the school community to try their best and are pleased that, as a result, the high quality of teaching in school enables their children to learn effectively. Parents feel that their views and suggestions to support the school are valued and they appreciate the excellent links made by the school to help them support their children's education. Parents' views, expressed at the parents' meeting and through questionnaires, show that they are comfortable to approach school with questions (99.3 per cent agreed) and that school works closely with parents (96.9 per cent agreed).

7 At the time of the school's last inspection, the partnership established with parents was judged to be strong. It continues to remain a strength of the school.

### **The quality of teaching is very good.**

8 The quality of teaching in the school is very good overall. It is very good in the reception classes and junior classes overall and good overall in the infant classes. The close monitoring of teaching and learning by the head teacher, deputy head teacher and co-ordinators has led to good improvement since the last inspection. A particular feature of the improvement that has been made is the quality and consistency of the teaching of handwriting. As a result, the standards of pupils' handwriting has improved significantly.

9 The strengths of very good teaching include:

- A very good pace to the lesson
- Very good management of pupils' behaviour built upon very good relationships
- Regular assessment of pupils' knowledge and understanding in lessons
- Work that is carefully matched to pupils' needs
- Very good links that are made between subjects
- Very good teaching of literacy and numeracy
- Every opportunity is taken to develop pupils' literacy and numeracy skills in lessons
- Lessons are imaginative and fun
- Very high expectations of pupils, to work hard and enjoy their lessons. As a result, pupils have very positive attitudes to learning and their behaviour is excellent.

10 Teaching in the reception classes is very good. Teachers plan effectively to ensure that children have a very good range of opportunities that meet the requirements of the foundation stage curriculum. Classrooms and the shared area are set out to make good use of space and children are stimulated and challenged by their environment. Staff interact with children effectively and work hard to create and hold children's interest. They are also skilled in their questioning of children to take their learning forward. Staff have very good relationships with children and manage them very well.

11 The teaching of literacy and numeracy skills is very good overall throughout the school. In literacy lessons, teachers challenge pupils to improve the language used in their writing; for example, in a Year 6 lesson where 'pace and urgency' was required. Pupils responded very well and shared their descriptions, such as 'my mind was erupting with thoughts' and 'it seemed like days but it was only hours'. In well-structured numeracy lessons, teachers ensure that pupils are clearly focussed as they concentrate on finding methods to solve problems.

12 In the junior classes, pupils are taught in sets of similar abilities in English and mathematics and this allows teachers to match the pace of working effectively to pupils' needs. This was evident

in a small Year 6 literacy group when very good teaching enabled pupils to scan the shared text 'Danger at Sea' to identify key words such as 'tiger shark'.

13 A good feature of most lessons is the use of links that teachers make between subjects. Pupils are given good opportunities to apply their knowledge, skills and understanding, and to realise that learning can be fun. Another strength in many lessons is the whole class teaching, which almost always includes effective explanations and very good questioning that promotes thinking. Pupils respond enthusiastically, expand on their answers and know that their contributions are valued.

14 Pupils with special educational needs and those with English as an additional language are very well taught. Teachers give clear instructions and time for pupils to complete their work. The work is meaningful to the pupils and there are good links between subjects. This leads to good progress. For example, in a Year 1 class excellent support was provided for a pupil with English as an additional language. The teacher modelled how to make the sound 'oo' and ensured that the pupil looked at the teacher's face as she did so. Careful links were then made with words such as book, look and scooter. The teacher sensitively acknowledged the importance of dialect and how this might impact on the spelling of these words. Excellent teaching ensured that potential barriers to learning were eliminated.

15 Throughout school, teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their achievements. Teachers have high expectations of their pupils and use praise and encouragement regularly to motivate them. All teachers know, manage and control pupils very well. This enables them to ensure that all pupils are fully included in all activities. In most lessons, teachers share objectives with the class at the beginning of the lesson so that pupils are focussed. They work conscientiously to provide interesting starting points and resources are used imaginatively. Teachers also successfully balance whole class teaching with opportunities for enquiry and for pupils to work independently and co-operatively. For example, in a Year 6 history lesson the class teacher motivated pupils very well to develop their history skills on 'enquiry' on World War 2. She created an excellent atmosphere for learning by blacking out windows and working in torch light. Pupils were inspired to write diaries as an evacuee following one pupils' description in the role of life as an evacuee. Resources to support this task were excellent.

16 Pupils respond very well to the high expectations placed upon them and their attitudes to learning are very good. They are very quick to settle to their work and they are ready and attentive at the start of lessons. Pupils listen well to their teachers and to each other in lessons. Pupils are enthusiastic about what they learn, for example, in a Year 6 mathematics lesson pupils expressed their disappointment when the teacher brought the lesson, on how to calculate the measurement of the perimeter of compound shapes, to an end!

17 Overall, the quality of teaching and learning makes a very good contribution to the quality of education that the school provides.

**The school provides a very good curriculum that supports a high quality environment for learning.**

18 The quality of the curriculum provided by the school for all its pupils is very good overall and has improved since the last inspection.

19 The quality and range of learning opportunities for children in the reception classes is very good and supports children very well as they progress towards the early learning goals. Teachers plan work carefully to reflect the areas of learning, a statutory requirement of the foundation stage

curriculum. As a result, children take part in a wide range of planned and carefully structured activities and experiences, which gives them a very good start to their education. For pupils in the infant and junior classes, the curriculum is broad and balanced and relevant to their ages and interests. The curriculum meets the statutory requirements of the National Curriculum in all subjects and the locally agreed syllabus for religious education.

20 The whole curriculum is supported very well by the school's provision for pupils' spiritual, moral, social and cultural development. Teachers successfully create an environment where pupils' contributions are valued. In assemblies, the school celebrates the 'super stars' and pupils enjoy sharing the celebration of achievements by others as well as themselves. Within the daily act of collective worship pupils are given the opportunity to listen quietly to music and have moments for reflection. The school teaches pupils to know right from wrong and the pupils respond well to the school's emphasis on self-discipline. Parents feel strongly that staff at school present good role models for their children.

21 Pupils have appropriate opportunities to exercise responsibility and are aware of the need to support and care for others; a particular feature of their play at break and lunch times. Pupils' cultural experiences are supported effectively through for example, the work of artists. For example, in Year 3 where work on shapes was inspired by Kandinsky and 'winter landscapes' was inspired by the work of Charles Burchfield.

22 Personal, social, health and citizenship education also contributes significantly to the school's positive learning environment. This aspect of the school's curriculum enables pupils to develop positive self-esteem and confidence, independence and responsibility. Pupils are encouraged to become active members of the school's society through participation in school activities and events, fundraising for charities, class assemblies and residential trips.

23 The school provides a curriculum to meet the needs of all its pupils. Provision for pupils with special educational needs and for those who have English as an additional language is a strength. The school aims to set suitable challenges, to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. To this end the school works effectively with outside agencies. Analysis of assessments is used well to determine pupils' needs. For example, through analysis of the statutory tests taken in Year 2 and Year 6 in 2002, the school identified that boys had not achieved as well as girls. As a result, the school has implemented a substantial focus on the teaching of English and mathematics to provide effectively for boys to achieve their best. Inspection evidence finds that the curriculum is inclusive and that every effort is being made to support boys' achievement in line with that of girls.

24 There are many strengths in the curriculum but particularly noteworthy is the quality of links that are made between subjects to support and develop pupils' skills, knowledge and understanding. For example, in a Year 3 information and communication technology lesson, the teacher planned effectively for pupils to use the Internet to find and select poems which they then read well and with expression.

25 The curriculum offered in physical education and art is also a strength. As a result standards achieved by pupils are high. For example, in a Year 1 physical education lesson, pupils demonstrated good gymnastic skills. They travelled across a bench using different parts of their body and showed imagination and flair in their balanced positions. Improvements in information and communication technology have been made since the last inspection and since a suite of computers has been installed. A technician has also been employed by the school to support both teachers and pupils. Both strategies have enabled staff and pupils to improve their expertise and confidence and as a result the information and communication technology curriculum and standards achieved have improved.

26 The curriculum is enhanced by the positive partnerships that are developed between school, the local community and business. These partnerships include sharing the outdoor play facilities with Mill Hill Nursery School and using the swimming pool at the local comprehensive school. Educational visits to the local supermarket support positive links with business, whilst links with the Doxford Park Estate forum have enabled the support of very good local projects. For example, a joint project with the community policeman and pupils of the school to regenerate a local subway was well supported.

27 The work of the school is carried out within a context of genuine care for all its pupils. All associated with the school are committed to equal opportunity, to provide an effective learning environment and to raise standards. The promotion of self-respect, self-esteem and the importance of valuing others is clearly evident in the school.

28 The school community is a welcoming place. Parents value the efforts made by staff. They appreciate the secure environment that school provides in which teachers teach and pupils learn effectively. The very good ethos that is clearly evident within school is central to the achievement of its pupils.



## **Pupils' attitudes to learning are very good and their behaviour is excellent.**

29 The development of children's independence begins in the reception classes. Children are expected to work well together and to be kind and considerate of others. They share activities in the role play area, for example in the giant's castle from Jack and the Beanstalk, children enjoyed wearing the giant's boots and saying 'Fee Fi Fum' as other children hid in the 'oven'. From an early age children develop a sense of responsibility and as they move into the infant and junior classes their very good attitudes to learning are maintained. Behaviour is excellent around school and pupils demonstrate their maturity.

30 All pupils settle down to work quickly; they concentrate well and work sensibly on their own and in collaboration with others. In a Year 5 science lesson, pupils discussed in pairs and with confidence what might constitute a 'fair test'. For example, to investigate which surface would cause the most friction for a box of books: carpet, sand paper, polystyrene, wood, rubber or a plastic desk. In lessons, pupils are well focussed and determined to do their best. Pupils throughout school want to do well. At all times they try hard to meet the high expectations that teachers and parents have of them. From the very youngest, all pupils are courteous and always try to help. They understood about the need to be kind to one another. Very good relationships are a major strength of the school. The quality of these relationships forms the foundation upon which the school achieves much of its success.

31 Pupils are proud of their school and eager to tell visitors about their success. In discussions with pupils, inspectors were told of their enjoyment of school. A Year 6 pupil said 'school is lovely' and a pupil in Year 1 wrote, in an entry for 'Spike's competition', that 'we are a happy group of friends and think our school is really great'.

32 Pupils have a clear understanding of what is right and wrong and know why it is important to have rules in school. Pupils are respectful of their peers and of adults who visit and work in the school. This was a particular feature of the whole school assembly that was observed when all pupils entered the hall in a well-ordered manner. They were attentive, listened carefully and their behaviour was excellent. During the week of the inspection the behaviour of pupils was seen to be excellent both at work and at play and no antisocial behaviour or bullying was observed. Parents are justifiably proud and pleased about the behaviour of pupils. Inspection evidence supports the view raised at the parents' meeting that 'pupils' behaviour is excellent'.

## **WHAT COULD BE IMPROVED**

### **Teachers' marking does not consistently inform pupils about how to improve the quality of their work and so help to raise standards.**

33 The school's marking policy makes clear the requirement of all teachers to support pupils' learning with comments that are both constructive and positive. It is stated that effective marking is required to help pupils learn rather than just point out errors. The policy also states that such marking will inform teachers' future planning to enable them to set clear targets so that pupils can make progress.

34 The marking of pupils' work is not consistent with the marking policy as provided by the school. Examples of very good practice are available in a Year 6 class where comments are both positive and constructive. Such marking provides clear indicators as to why pupils' work is judged to be good. It also provides helpful statements to support pupils in their future learning.

35 This very good approach to marking is not applied consistently throughout the school. As a result, pupils are not consistently informed how to improve their work and teachers are not consistently able to use marking to inform their future planning. The school should ensure that teachers' marking fulfils the aims of the marking policy consistently throughout the school in order to support pupils' learning and to raise standards.

**Authorised and unauthorised absences in class registers are not consistently recorded throughout the school. This does not support the school's drive to raise pupils' attendance.**

36 At the time of the last inspection in 1997, authorised and unauthorised absences in class registers were not consistently recorded throughout the school. This is still the case and therefore remains an issue.

37 The school works hard to promote good attendance at school. They currently work with the local education authority to promote 'Every school day counts', a project that acknowledges and rewards pupils' regular attendance at school. An initial analysis of pupils' attendance during the current school year shows that some improvement has been made from the position of attendance being well below the national average.

38 The school must ensure that class registers show both authorised and unauthorised absences to comply with requirements. Also, so that information is readily available that can then be used effectively to promote pupils' good attendance where it has been identified as an issue.

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

- 39 In order to further raise standards and to improve the quality of education provided, the governors, head teacher and staff should:

Improve the quality of marking of pupils' work so that it consistently informs them about how to improve the quality of their work and help to raise standards  
(Paragraphs: 34, 35)

Ensure that authorised and unauthorised absences in class registers are consistently recorded throughout the school to support the school's strategies to improve and raise pupils' attendance  
(Paragraphs: 36, 37, 38)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	15

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	9	3	0	0	0
Percentage	8	44	36	12	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*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	492
Number of full-time pupils known to be eligible for free school meals	152

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	58

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	42

### *Attendance*

<b>Authorised absence</b>	%
School data	7.3
National comparative data	5.2

<b>Unauthorised absence</b>	%
School data	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*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	45	30	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	36	40
	Girls	28	28	27
	Total	65	64	67
Percentage of pupils at NC level 2 or above	School	81% (83%)	86% (89%)	89% (93%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	40	33
	Girls	27	28	25
	Total	63	68	58
Percentage of pupils at NC level 2 or above	School	84% (81%)	91% (91%)	77% (79%)
	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*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	42	36	78

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	34	38
	Girls	32	34	34
	Total	59	68	72
Percentage of pupils at NC level 4 or above	School	76% (72%)	87% (76%)	92% (93%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	31	36
	Girls	32	32	35
	Total	59	63	71
Percentage of pupils at NC level 4 or above	School	76% (69%)	81% (78%)	91% (93%)
	National	73% (72%)	74% (74%)	79% (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	488	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	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	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)	23
Number of pupils per qualified teacher	21
Average class size	25

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

Total number of education support staff	10
Total aggregate hours worked per week	194

### ***Financial information***

Financial year	2001 - 2002
	£
Total income	971206
Total expenditure	911437
Expenditure per pupil	1815.61

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

*FTE means full-time equivalent.*

Balance brought forward from previous year	47611
Balance carried forward to next year	107380

***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	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)	1

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	492
Number of questionnaires returned	258

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	1	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	65	34	0	0	1
My child gets the right amount of work to do at home.	54	42	4	0	0
The teaching is good.	74	25	0	0	0
I am kept well informed about how my child is getting on.	67	29	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	20	0	0	1
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	63	34	2	0	1
The school is well led and managed.	80	19	0	0	0
The school is helping my child become mature and responsible.	74	25	0	0	0
The school provides an interesting range of activities outside lessons.	43	36	7	2	12