

INSPECTION REPORT

Alderman Jacobs Primary School

Whittlesey, Peterborough

LEA area: Cambridgeshire

Unique reference number: 110646

Headteacher: Mrs M Sargent

Reporting inspector: A C Davies
3639

Dates of inspection: 2-3rd December 2002

Inspection number: 247023

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 years

Gender of pupils: Mixed

School address: Drybread Road
Whittlesey
Peterborough

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Martin Curtis

Date of previous inspection: March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Alderman Jacobs is a very large primary school with 616 pupils, aged 4 to 11 attending. There is no nursery attached to the school but a privately funded pre-school group meets at a building on the school premises. The school is situated in the town of Whittlesey, which is five miles outside the city of Peterborough. It serves an area that has a full mix of socio-economic circumstances and about 9 per cent of pupils claim their entitlement to school meals free of charge. This is approximately in line with the national average. Just about one in six pupils has special educational needs, which is again in line with the national average. Most of the pupils with special educational needs have moderate learning difficulties. Nearly all pupils are white with very few having English as an additional language (2 at the time of the inspection). When they first start school the children's personal and academic skills are broadly in line with that expected for their age although there are a significant number of children who are well above, or well below, the level expected.

HOW GOOD THE SCHOOL IS

This is a very good school with very many strengths and no weakness. The needs of every pupil are carefully identified and staff work unstintingly to ensure that they provide opportunities for all pupils to reach their full potential. According to the national tests for 7 and 11-year-olds, standards in English, mathematics and science are very good. The teaching is very good overall with outstanding features being prominent; especially in the way that teachers use information and communication technology to support pupils' learning. The excellent leadership ensures a very strong sense of teamwork amongst staff and that the needs of pupils are recognised and prioritised. The school provides very good value for money.

What the school does well

- Standards are high in reading, writing, mathematics and information and communication technology resulting in pupils achieving very well.
- The school's leadership and management have developed outstanding procedures to help it understand how well it is performing.
- The quality of teaching has a very good impact on pupils' learning and therefore helps them to achieve to their potential.
- The school works hard to make sure that all pupils, irrespective of ability or background, are appropriately challenged and supported.
- Outstanding systems help check on the progress of individual pupils and this information is used very effectively to set future targets for them.
- The excellent attitudes that pupils have to school ensures that they behave very well, are happy to take on additional responsibilities and are a pleasure to spend time with.

What could be improved

- The accommodation for pupils currently in Year 5 is making it difficult for staff to create as positive a learning environment for the pupils as they would like.

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 March 1998 and it has made very good progress since that time. Standards have continued to improve, especially those of older pupils. The teaching and learning are now significantly better being very good overall with none being unsatisfactory. The headteacher has had more time to make a full impact on the school and this has resulted in the quality of leadership at all levels now being outstanding. When taking account of the main issues identified in the previous inspection, a great deal has been achieved. Standards throughout Years 3 to 6 have improved significantly, teachers' planning and assessment are now strengths and co-ordinators provide very good subject leadership. This is now a school where the use of information and communication technology is making a significant difference to pupils' learning.

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	B	A	A
mathematics	C	C	B	B
science	B	B	B	A

Key

well above average A

above average B

average C

below average D

well below average E

Standards have steadily improved over the years with the national tests indicating that the school's results have ranged from being in line with, to being well above, the national averages for both 7 and 11-year-olds. In 2002 the results for 11-year olds were either well above or above the national average and this is a position that is being maintained by the present Year 6. The national test results and teacher assessments for 7-year-olds were also well above the national averages. Pupils currently in Year 2 are maintaining high standards. The school has met, or exceeded, its targets for the past few years.

When children first start school they have a wider range of personal and academic skills than usual, with many children at the extremes either being well above, or well below, the level expected. They make very good progress in the reception class with the needs of more able children being well accommodated. Children with special educational needs are quickly identified and provided with very good support. This very good progress is maintained through Years 1 and 2, resulting in the national test results for 7-year-olds frequently being well above the national average. More able pupils, as well as those with special educational needs, continue to achieve well during these two years.

As they move from Years 3 to 6, the pupils are provided with very effective support that enables them to continue to achieve well. One of the main features is the way in which they are provided with appropriate targets to help them understand what is expected of them. This results in several activities being organised for gifted and talented pupils helping them to achieve to their potential. There is very good use made of pupils' literacy, numeracy and information and technology (ICT) skills in other subjects, helping standards in all subjects to be good. Pupils are confident when using ICT skills and they are able to make effective use of this facility to help them learn more effectively.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very proud of their school and they strive to do well both personally and academically. They enjoy coming to school and play their part in creating a positive atmosphere.
Behaviour, in and out of classrooms	Very good. The standard of behaviour in classrooms is helping pupils to learn effectively. They are a joy to spend time with because they are courteous, well mannered and considerate.
Personal development and relationships	Very good. Pupils seize on opportunities to be involved in all aspects of school life. They have an important say in what is happening in school through the school council. Very effective systems enable older pupils to help younger ones settle into school life.
Attendance	Good. The attendance is above the national average and pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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 way teachers and support staff plan for, and assess, pupils is exemplary. They ensure that they take into consideration the needs of all pupils by taking time to mark, assess and set appropriate targets for them to improve. This is a major contributing factor in ensuring that pupils are learning effectively.

Staff are very confident in teaching literacy and numeracy skills and this results in the teaching of English and mathematics being very good overall. This in turn is helping pupils to achieve to their potential in these subjects. Very good use of ICT makes the teaching very effective and maximises the time staff and pupils spend on the main learning objective. There is very good attention to the needs of pupils of different ability. This is also a clear focus in each set in Years 3 to 6 when the pupils are grouped by ability for English and mathematics. The recognition of the needs of gifted and talented pupils and the support provided for special educational needs pupils underpins the attention the school gives to this aspect of its work.

The planning is exemplary. Teachers set out precisely what they are aiming to cover in each lesson and then ensure through their marking and assessment that they take account of what pupils have learnt and what needs to be revisited. Teachers then set appropriate targets for individuals and talk to the pupils about what they need to do in order to improve. This attention to the individual needs of all pupils is a significant feature of this very good school. The whole process starts in the reception classes where early identification of needs starts. There is also consideration given to the way young children learn ensuring that the 'early years' unit in the school is a vibrant and exciting place to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for children in the reception class is very good with good attention given to practical activities to support children's learning. The all classes use of literacy, numeracy and ICT across the curriculum is very strong.
Provision for pupils with special educational needs	Very good. Early identification of pupils' needs as well as very good intervention from talented staff is helping pupils with special educational needs be very well supported throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Much is done to help pupils understand that they have a role to play in this school. The good behaviour and positive attitudes are as a direct result of carefully planned activities that help pupils to appreciate their part in working and living together.
How well the school cares for its pupils	Outstanding. Every pupil matters in this large school. All staff play a significant part in ensuring that all pupils are appreciated and valued. The way in which staff track the progress of each pupil is a major strength and ensures that pupils' academic, as well as pastoral, needs are recognised.

Parents and the immediate community value this school. Many parents make a positive choice to send their children to the school and the community benefits from the school's involvement in the town of Whittlesey.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher and deputy headteacher help staff to have a very clear understanding about how to focus on pupils' achievement. All staff are exceptionally well supported and this leads to leadership at all levels being very impressive.
How well the governors fulfil their responsibilities	Good. Governors play a full role in helping the school to consider future issues and in helping the school's leadership be very focused on raising standards but at the same time giving consideration to the pupils' pastoral needs.
The school's evaluation of its performance	Outstanding. This is an undoubted strength with very effective self-evaluation happening which is having a major impact on the way pupils are able to succeed.
The strategic use of resources	Outstanding. The excellent administration staff provide an example of how the school is able to make the most of its resources. They provide an outstanding level of support enabling the senior managers to concentrate on academic matters.

The school has worked exceptionally hard to make the environment both in and out of school as attractive and purposeful as possible. Unfortunately, despite all the hard work of the staff in Year 5, the state of the outside ‘temporary’ classrooms makes it difficult to achieve the same positive learning environment.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the headteacher leads the school. • The fact that children work hard. • The school’s links with the local community. • The range of additional activities provided for their children. 	<ul style="list-style-type: none"> • Homework arrangements.

The inspection team agrees with all the positive points made. Pupils have about the right amount of homework. The school’s homework policy is very thorough and the work completed at home is looked at, and marked, appropriately.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **Standards are high in reading, writing, mathematics and information and communication technology resulting in pupils achieving very well.**
- 1 The standard of work seen confirms the view provided by the national tests for 7 and 11-year-olds. That is, that pupils' attainment has been consistently better than the national averages in reading, writing and mathematics for the past few years. Although there are no national tests available to make comparisons for information and communication technology (ICT), the quality of work seen indicates that pupils' attainment in ICT is better than expected for their age. In each of the four areas, that is, reading, writing, mathematics and ICT, pupils make good use of their skills in other subjects. This is a much-improved position than the one reported at the time of the previous inspection, indicating that there has been steady improvement in standards since that time. Far more pupils reach the expected level for their age in the national tests, and a higher proportion than usual exceed this level. This highlights the point that all pupils, irrespective of ability, are achieving to their potential.
 - 2 In reading, pupils make very good progress early on due to the intensive support provided for them in the reception class and in Years 1 and 2. This intensive support is not just in the form of adult support in classrooms, but it is also provided by the rigorous assessment that takes place. In this way teachers are able to present pupils with the right texts and additional help in learning the skills required to work out the meaning of unfamiliar words. There is also a strong link with parents through the home/school diary. All of this, plus careful analysis of test data is helping pupils to make very good progress and to achieve to their potential. The good use of assessment sees pupils being challenged, but not frustrated, by the text when reading aloud. By the time they are in Year 2, all pupils are able to use contents and indexes when reading for information. More able pupils are also able to extract information from diagrams and photographs and use the text to confirm their views. More able Year 2 pupils can correct their own mistakes and remember information that they have read when reading. Less able pupils are reading with confidence and enthusiasm and call upon a range of strategies to read unfamiliar words. They sometimes rely too heavily on sounding out the letters however and this sometimes detracts from their fluency.
 - 3 By the time pupils are in Year 6 they read a full range of fiction and non-fiction books. They are able to talk with confidence about their likes and dislikes, especially related to characters they meet in their books. Most have developed preferences for the type of author and genre they enjoy reading. More able and average ability pupils are able to conduct independent researches and find information from more than one source. The good quality information collected by teachers in relation to pupils' reading abilities is a significant contributor to ensuring that standards in reading are high.
 - 4 Standards in writing are equally impressive. By the time they are in Year 2, pupils' writing shows an increasing awareness of the use of descriptive language. More able pupils use words like 'suddenly' to start sentences and their stories follow appropriate sequences. When writing factually, more able pupils are able to set out an argument appropriately and can write a set of instructions with some proficiency. Average ability Year 2 pupils are confident writers who can hold the reader's attention. However, their punctuation and grammar tend to be weaker. Pupils with learning difficulties are able to get across what they are thinking. However, they do

not have a full range of vocabulary and are not as confident in handling a full range of written tasks.

- 5 By Year 4, pupils show that they have become mature writers. They move from a position of depending on basic sounds for spelling to coping with far more complicated word patterns. Stories are quite lengthy and more able pupils are able to hold the reader's interest by integrating humour with very well organised descriptive passages. More able Year 6 pupils show much maturity in mixing dialogue and narrative effectively. They are able to paint a picture of the main characters involved in their stories and are able to give clear descriptions of the setting. Progress books, which contain examples of pupils' writing as they move through the school, give very clear indication about the very good progress being made by the pupils.
 - 6 In mathematics, pupils' growing confidence in handling number is helping them to become proficient in coping with mathematical problems and in applying their skills across the curriculum. By Year 2, more than a third are attaining at above the expected level for their age (Level 3). This is because there is very good challenge for more able pupils, making demands on their ability to cope with numerical problems. By Year 4 pupils cope very well with graph work and can make up pictograms. More able pupils are able to construct graphs using frequency scales. Year 6 pupils benefit from the expert teaching and are able to explain the strategies that they use to solve a range of problems. They are able to handle six and seven digit numbers and can multiply and divide with confidence.
 - 7 There is excellent use of ICT across the curriculum. This is seen at its best in literacy and numeracy lessons, where the co-ordinators have developed resources for teachers to use. This has enabled all pupils to have regular access to ICT in their classrooms in addition to the access they have to the computer suite. As a result pupils display skills in ICT that are above the levels expected for their age. Pupils are able to use a range of programs to support their work and are familiar with multi-media presentations.
- **The school's leadership and management have developed outstanding procedures to help it understand how well it is performing.**
- 8 The quality of the school's self-evaluation procedures is excellent. This is a major feature contributing to the outstanding leadership of the school. This is a much-improved position when compared with the previous inspection. The creation of a school improvement team, made up of key staff across the school, typifies the school's desire to continue to work at improving both standards and provision.
 - 9 The headteacher is very clear-sighted and is exceptionally well organised. She has successfully imposed her personality on the school and provides all staff with clear educational direction. Her focus and energy are key features in helping to drive improvements. Another major contributor to the headteacher's leadership style is her ability to communicate effectively with all staff, governors, pupils and parents. There are many detailed but accessible documents available to staff to help them understand what the school needs to be working on. These include detailed analysis of performance data and detailed information about how teaching should be impacting on pupils' learning. The headteacher, through this effective communication, has gained the respect of all who work with her. Her style of leadership is sensitive to the needs of individuals but is uncompromising when it comes to ensure that all pupils are provided with the best possible start to their education. This strength has come

across positively to parents with two-thirds strongly agreeing that the school is well led and another third also supporting the strength of the school's leadership.

- 10 The headteacher is exceptionally well supported by a very talented deputy headteacher. The two complement each other with the deputy providing an excellent model of classroom practice for others to follow. Apart from the qualities of classroom practitioner, the deputy is a deep thinker who is able to give effective consideration to current issues and uses her influence to bring to the attention of the school improvement team any relevant new innovation that would make a positive impact on the learning of the pupils. The partnership between the headteacher and the deputy is a successful one and highly professional.
 - 11 The creation of a school improvement team has been an important contributor to the way the school is being led. It means that all staff have immediate access to a senior manager who can put forward their views. It also means that the headteacher and deputy are benefiting greatly from a whole-school perspective when making decisions, because the composition of the team is drawn from staff working with different age groups across the school. The regular meetings are purposeful and this organisation provides the school with a team that is regularly evaluating practice and looking at the future needs of the pupils, staff and parents. The team is crucially involved in school improvement planning, monitoring of standards and in monitoring the quality of teaching and learning. It gives very good attention to the impact that teaching is having on learning.
 - 12 The senior management team is rigorous in the way it analyses performance data. It underpins its evaluations with clear and concise consideration to issues of inclusion. It not only looks at the needs of pupils of different ability but also considers pupils' social contexts, including pupils who may, or may not, benefit from support from home. It takes a deep look at what the school can do to make pupils' education as positive an experience as is possible. Consideration is given to how the school can respond to pupils who may be under too much pressure from the home as well as those who may come from homes where education is not a high priority. It also uses its evaluations to make adjustments to the school's curriculum. For example, greater consideration was recently given to writing and how to improve pupils' creative ideas. This was as a direct result of the analysis that had been undertaken.
 - 13 The monitoring of teaching is viewed very positively by staff who feel that they are professionally enhanced by the experience. The impact of the monitoring has resulted in no unsatisfactory teaching being evident during this inspection and in a very large percentage of the teaching being very good. Many teachers commented about how working in this school had made them better teachers because they are regularly involved in dialogue about their own work. The school also makes full use of the talents of teachers by ensuring that those who have expertise in certain areas influence others. This has been particularly helpful for information and communication technology, mathematics, literacy and art.
 - 14 The school's leadership is helped by the support and understanding of the governors. The governors' approach is professional and all staff respect their role. They are more than just a supportive body as they get fully involved in school evaluation and their monitoring role is now good, which is an improvement compared with the position reported during the previous inspection.
- **The quality of teaching has a very good impact on pupils' learning and therefore helps them to achieve to their potential.**

- 15 Of the lessons seen during the inspection, 7 per cent of the teaching was excellent, 50 per cent was very good and 43 per cent was good. All lessons were therefore good or better. Equally as important is that discussions with pupils and scrutiny of work provided further evidence that the teaching was having a very good impact on pupils' learning. This is a much-improved position compared with the previous inspection.
- 16 The excellent quality of the planning, which is underpinned by information received from assessments, is ensuring that pupils of all abilities are being challenged appropriately. There are three classes in each year and all teachers plan together and make sure that they benefit from each other's expertise. This is another strength. The decisions taken to 'set' older pupils in ability groups for literacy and numeracy is working well because of the quality of planning and preparations that are taking place. The way teachers take time to mark, assess and set appropriate targets for pupils to improve is a major contributory factor in ensuring that pupils are learning effectively. This is very evident in reading, where teachers keep extensive notes on pupils' progress, and in writing, where the use of the 'progress books' is helping to focus teachers' attention on pupils' achievements.
- 17 Staff are very confident in teaching literacy and numeracy skills and this results in the teaching of English and mathematics being very good overall. In one outstanding lesson, taught by the deputy headteacher, the higher ability mathematics Year 6 group was expected to work at a very brisk pace as it responded to the challenge posed by the 'loop game' at the beginning of the lesson. In this lesson, as in many others, very good use was made of the Internet and multi-media resources to help provide additional challenges for the pupils. In a Year 3 literacy lesson for middle ability pupils, the teacher also used the multi-media projector successfully to help pupils focus on the main learning objective. In literacy and numeracy lessons, teachers are very conscious of the need to make the information technology facility work for them. This very good use of ICT is helping the teachers be very effective in maximising the time staff and pupils spend on the main learning objective. For example, in a Year 6 lesson for a lower ability set, the pupils could concentrate on the learning rather than laboriously copying out extracts because of the way the teacher had set up the challenge for them on their individual computers.
- 18 In all lessons there is very good attention to the needs of pupils of different ability. This is particularly a focus in each set in Years 3 to 6, where the pupils are grouped by ability for English and mathematics. As already mentioned, the planning, as well as the assessing, is making a major contribution to help pupils to learn effectively. Pupils are provided with clear learning targets that are aimed at helping them to improve and this is playing its part in helping all pupils of different ability achieve well. The recognition of the needs of gifted and talented pupils and the support provided for special educational needs pupils underpins the attention the school gives to this aspect of its work. Pupils with special talents and gifts appear on a register and there is special attention given to them. The support provided for pupils with learning difficulties is helping many of them attain the level expected for their age in the national tests for 7 and 11-year-olds. The attention to the individual needs of all pupils is a significant feature in each class. The whole process starts in the reception classes where early identification of needs starts, ensuring that all children's needs are recognised and recorded. There is also consideration given to the 'way' young children learn, ensuring that the teaching in the reception classes in the school is supporting good learning habits from early on.
- 19 There is exceptional use made of resources to support pupils' learning. Apart from the use of ICT, as already mentioned, the school is very conscious of the need to provide pupils with as

many 'first-hand' experiences as is possible. There is good use made of visits or visitors to school to help in this respect. During the inspection, Year 3 pupils had a Victorian Day and all the pupils and staff dressed up and stayed in role for the day. The teachers' excellent subject knowledge helped to make the day that much more 'real' for the pupils.

20 The quality of relationships between pupils and staff across the school is excellent and also contributes to the outstanding learning that is happening. It is very rare to hear a raised voice from staff and pupils play their part by giving very good attention in class. As a result there is very little time lost to unnecessary disruption and distractions. Teachers make the most of lesson time and ensure that enough time is dedicated to the plenary, at the end of the lesson, to re-inforce learning objectives.

- **The school works hard to make sure that all pupils, irrespective of ability or background, are appropriately challenged and supported.**

21 This is a school that is pro-active in ensuring that its inclusion policy actually works for the benefit of all pupils. For example, all staff are aware of special educational issues and are fully involved in special needs reviews, target-setting (as defined within individual educational plans) and provision for pupils with learning or behavioural difficulties. The support staff are highly involved in these procedures and are provided with every opportunity to improve their level of skill when dealing with pupils of different ability. They are very committed and involved in planning, assessment and reviews.

22 The level of challenge provided for more able pupils and the quality of support provided for lower ability pupils is a feature of the school. This is reflected in the very high percentage of pupils who attain at the higher levels in the national tests for 7 and 11-year-olds. It is also reflected in the very high percentage of pupils who attain at least the level expected for their age, despite finding it difficult to learn as efficiently as their peers. All staff are fully aware of what is expected of all pupils and there is good attention to the needs of exceptionally able pupils especially in the setting arrangements, which occur in Years 3 to 6.

23 In each lesson there is very good attention to the needs of pupils of different ability. The planning outlines this with specific focus on tasks that centre on the needs of pupils of differing ability. In addition, the school has given consideration to the needs of pupils from different backgrounds. Pupils who may not be benefiting from as much support from home as one would wish are recognised and the school does all it can to help these pupils achieve to their potential. In this way the school is particularly alert to the issues associated with inclusion and equality of opportunity. Some of the key features supporting this surround the strong organisation and communication systems that exists within the school, ensuring consistent procedures and practice. The school is particularly alert to the short and long-term impact on the academic and social progress made by pupils whose families are going through a difficult time. The school has had many experiences of pupils who needed extra support when their parents were separating. This is a real inclusion issue for the school and one that they have been proactive in dealing with. Careful checks are made on academic progress as well as careful consideration being given to social issues when these difficulties first arise. However, the school is also vigilant about a longer-term impact and is monitoring the pupils' progress for a longer period than they first expected to need to.

24 The school has a very well equipped learning support base to support small group working and consultations, with ICT provision included. The early identification of pupils requiring additional support is encouraged and prioritised. Pupils are provided with opportunities to work in small

groups in the learning support base, if that is appropriate. The pupils who use this base usually do so for short periods of time so as to help them with specific aspects of learning that they may be finding difficult. These pupils are re-integrated into the classroom situation as soon as it is sensible for that to happen.

- **Outstanding systems help check on the progress of individual pupils and this information is used very effectively to set future targets for them.**

25 The use of progress books, which include detailed comments about the improvement made by pupils in writing, and target-setting play an important part in making sure that pupils are appropriately challenged. More able pupils' progress is very carefully monitored through the progress books and staff talk with them about the expected progress within any given term. The school puts a high investment into these discussions, enabling class teachers to have sufficient time to discuss progress with individuals. The same rigorous tracking of progress is happening for reading. The staff have very detailed information about the progress made by pupils. They again engage pupils in dialogue about their reading and make suggestions about literature they may like to read. The rigorous assessment procedures add much to the level of achievement of pupils because teachers are fully aware of pupils' level of attainment and set appropriate tasks to help them make maximum progress. Most pupils benefit from this process and therefore achieve to their full potential.

26 This process begins through the monitoring of standards that is undertaken by the school improvement team. They have very detailed knowledge of each year group and what they expect to happen on an annual basis. Very effective evaluation and consultation translates this information from a whole school perspective to individual classes so that each class teacher is fully aware of their responsibility for monitoring progress and challenging pupils appropriately. The school improvement team use scrutiny of work, and discussions with pupils as well as observation of lessons to help them reflect upon the impact that the systems are having on pupils' progress and achievement.

27 A number of proforma are in use to help track the progress of individuals. The tracking information is kept by each teacher in a special folder and this information is used to help inform parents about the progress made by individuals over a longer period. Additional proforma are also used to set targets for each pupil. There is a consistent approach throughout the school ensuring that all pupils are carefully monitored and provided with a set of targets that are achievable, yet challenging. There are 'pupil progress' targets set for teachers, which form part of their performance management procedures. These targets take account of the national criteria for anticipated progress made by each pupil each year. Each core subject co-ordinator has developed a whole set of learning targets for their area of responsibility. The expectation is that the teachers use these targets to help pupils to focus on areas requiring improvement. In subjects other than English, mathematics and science, there are three objectives per subject, per term set by the co-ordinator and agreed by the class teachers. There is therefore a clear link between the tracking, target-setting and progress made by pupils. In this way the school is seeking to ensure that all pupils achieve to their full potential.

- **The excellent attitudes that pupils have to school ensures that they behave very well, are happy to take on additional responsibilities and are a pleasure to spend time with.**
- 28 Pupils enjoy attending this school. This is confirmed by the analysis of parental questionnaires, which showed that 97 per cent of parents believe that their children enjoy school. Pupils are undoubtedly very proud of their school and they strive to do well both personally and academically. Their attitudes to school help to create a very positive atmosphere where pupils feel safe and secure.
- 29 The standard of behaviour in classrooms is helping pupils to learn effectively. The teachers are able to concentrate on developing pupils' academic abilities because pupils are receptive to the work that is presented to them and no time is lost by disruption caused by anti-social behaviour. Pupils are a joy to spend time with. Discussions with pupils revealed that they were used to talking with adults in a mature way and that they played a significant role in offering opinions about the way the school is run. They are courteous, well-mannered and show very good consideration to others.
- 30 Nominated pupils represent the feelings of their peers through the school council. A representative from every class in the school attends the regular meetings. Each meeting is well run and there are agendas and decisions recorded and circulated to all pupils. Although adults attend the meetings, a nominated pupil chairs them and another takes the minutes. During one of the meetings pupils expressed their support for the school council explaining that it provided pupils with a chance to 'air their views'. The pupils believe that action is taken on all sensible issues raised. They explained that there had been changes made as a direct result of the school council's views being put forward to the headteacher and other senior members of staff. The pupils who attended the school council were very articulate and were well prepared if they had a point to raise. They also were prepared to discuss issues in a very mature manner and accepted that others did not always uphold their views.
- 31 Apart from the school council pupils have many opportunities to take on additional responsibilities. There is a monitorial system in place with Year 6 pupils given the opportunity to apply for the role. The older pupils play a significant part in helping to set up the hall before an assembly and are then expected to clear equipment away after it is finished. Pupils also have the responsibility of taking out, and bringing back, equipment before and after playtimes. Most pupils seize on opportunities to be involved in all aspects of school life and are thrilled to be given special roles or responsibilities. Their personal development is greatly enhanced by this.

WHAT COULD BE IMPROVED

- **The accommodation for pupils currently in Year 5 is making it difficult for staff to create as positive a learning environment for the pupils as they would like.**
- 32 The school environment is very clean and tidy. The quality of displays adds much to the overall ambience, with work being extremely well presented and carefully displayed. During the inspection, Christmas displays were tastefully integrated with on-going work so as to give pupils a sense of excitement about the forthcoming event, yet it did not detract from the importance given to pupils' work completed during the term.

- 33 Cloakrooms are neat with pupils' possessions being respected by all. Similarly, the classrooms are very well-organised and are not cluttered. Reading materials are set out so as to be accessible to pupils and are organised so that pupils know where to return books after use. There is an attractive outside seating area which pupils take advantage of during warmer weather to have lunch or a quiet playtime. The well-ordered and stimulating environment show that staff care for pupils and work very hard to maintain high social, as well as academic, standards.
- 34 However, the three Year 5 classes are located in temporary, mobile classrooms. The classrooms are quite old and have been in place for some time. In these classrooms it is very difficult for the staff to maintain the same level of classroom organisation, as is noted elsewhere in the school, mainly because of the restriction of space. In addition, the toilet facilities for the pupils are in outdoor mobile units, which have been understandably abandoned by staff as being unsuitable. The teaching staff in Year 5 have to work exceptionally hard to create a pleasing environment because it is difficult to display work; there is no running hot and cold water and the classrooms are often subject to huge swings in temperature from being unbearably warm in summer to being cold in winter.
- 35 The governors and the local education authority have already identified the problems associated with these buildings. There are plans in hand to create an extension to the school that will provide appropriate classrooms for the three Year 5 groups. It is important that the governors continue to work with the local authority to secure this extension so as to ensure that all Year 5 pupils enjoy the same facilities as is currently provided for all other pupils in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 36 In order to ensure that all pupils benefit from the very effective provision associated with this very good school, the governors need to continue to work with the Local Education Authority to:
- Ensure that the planned proposals for an extension to the school is realised and that the new classrooms are equipped at least as well as the ones presently in the main school building. (Paragraphs 32-35)

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	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	6	0	0	0	0
Percentage	7	50	43	0	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 one 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)		616
Number of full-time pupils known to be eligible for free school meals		56

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		12
Number of pupils on the school's special educational needs register		87

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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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	44	46	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	40	43
	Girls	43	43	42
	Total	83	83	85
Percentage of pupils at NC level 2 or above	School	92 (90)	92 (97)	94 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	41	43
	Girls	42	42	42
	Total	82	83	85
Percentage of pupils at NC level 2 or above	School	91 (92)	92 (92)	94 (94)
	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	38	51	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	32	36
	Girls	46	41	50
	Total	77	73	86
Percentage of pupils at NC level 4 or above	School	87 (79)	82 (76)	97 (99)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	31	34
	Girls	45	44	46
	Total	73	75	80
Percentage of pupils at NC level 4 or above	School	82 (82)	84 (79)	90 (98)
	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	533		1
White – Irish	3		
White – any other White background	3		
Mixed – White and Black Caribbean	4		
Mixed – White and Black African			
Mixed – White and Asian	1		
Mixed – any other mixed background	3		
Asian or Asian British - Indian	1		
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	3		
Black or Black British – any other Black background			
Chinese	1		
Any other ethnic group			
No ethnic group recorded	68		

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	26.8
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	28
Total aggregate hours worked per week	417

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	1,134,430
Total expenditure	1,113,863
Expenditure per pupil	1818

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	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	620
Number of questionnaires returned	175

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	55	44	1	0	0
Behaviour in the school is good.	44	53	1	1	1
My child gets the right amount of work to do at home.	30	51	15	2	1
The teaching is good.	61	37	1	0	1
I am kept well informed about how my child is getting on.	39	51	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	32	1	1	0
The school expects my child to work hard and achieve his or her best.	69	29	2	0	0
The school works closely with parents.	38	51	7	0	4
The school is well led and managed.	65	32	2	0	1
The school is helping my child become mature and responsible.	53	44	2	1	0
The school provides an interesting range of activities outside lessons.	49	37	4	0	10