

# INSPECTION REPORT

## **HOLME HALL PRIMARY SCHOOL**

Chesterfield

LEA area: Derbyshire

Unique reference number: 112772

Headteacher: Mr G. Lowe

Reporting inspector: Brian Aldridge  
17454

Dates of inspection: 2<sup>nd</sup> to 3<sup>rd</sup> December 2002

Inspection number: 247266

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:	Taddington Road Chesterfield
Postcode:	S40 4RL
Telephone number:	01246 237505
Fax number:	01246 211057
Appropriate authority:	The Governing Body
Name of chair of governors:	Gary Whitaker
Date of previous inspection:	12/01/1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
17454	Brian Aldridge	Registered inspector
9003	Bryan Findley	Lay inspector
3692	David Hill	Team inspector

The inspection contractor was:

SES Ltd.  
132, Whitaker Road  
Derby  
DE23 6AP

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Located in the western suburbs of Chesterfield, Holme Hall Primary School serves 186 pupils, 105 boys and 87 girls aged from four to eleven years of age. It is about the same size as most primary schools but considerably smaller than it was at the time of the last inspection. Families vary in their social and economic background but overall are about average. The proportions of pupils who take free school meals, (12.3 per cent) and those who have a recognised special educational needs, (15.6 per cent) are both below average. Six pupils have a statement of special educational need, which identify moderate learning, emotional, behavioural, social, and physical difficulties. There are only a few pupils from minority ethnic backgrounds, all of whom speak English fluently. Pupils enter the school with broadly average levels of attainment and families support them well in their learning.

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

This is a good school where pupils learn effectively and standards are high and improving. This is due to the improvements in teaching brought about by a sharper focus on improving pupils' achievement, managed and led very well by the headteacher, curriculum leaders and governing body. The school provides good value for money.

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

- Pupils achieve well above average standards in Year 6 in mathematics, science
- The quality of education in the Foundation Stage
- Teaching and learning in Years 1 to 6
- Leadership and management

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

- The achievement of higher attainers in writing

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

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

Since the school was last inspected in January 1998 standards have risen and the quality of teaching has improved significantly. In the last five years there has been a good and, in some cases, very good rate of improvement in all but one of the issues identified at that time. The school development plan is now a very good tool for directing the improvements to be made. Schemes of work are in place for all subjects and this has helped, along with the monitoring of pupils' progress, teaching and learning, to raise the standards of presentation and the performance of high attainers in all subjects with the exception of writing. Children under five have access to resources for physical play which are soon to be improved further with help from the parents association. Teachers' planning is much improved and has contributed well to the rise in standards as teachers are clear about what will be learned by pupils. The quality of the curriculum is now good and the headteacher, staff with leadership roles and the governing body lead the school very well. The school's capacity to make further improvements is good.

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

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

Although the school's trend is broadly in line with the national trend the school achieved its targets in English and did so comfortably in mathematics. Children enter the school with broadly average learning skills. They make very good progress in the reception class to attain higher than expected standards in all six areas of learning by the beginning of Year 1. In Years 1 to 6 they make good progress because of good quality teaching. The school successfully promotes pupils' academic achievements because teachers have a good understanding of pupils' capabilities and how they can be stretched and challenged.

Standards have improved since the last inspection when they were judged to be average in English, and mathematics and above average in science in Years 2 and 6. Standards remain broadly the same in Year 2 but in Year 6 standards in English are above average and in mathematics and science are well above average. This is a good rate of improvement and is due to the school tackling the issues from the last inspection in such a thorough manner. There is one exception to this; not enough is expected of the writing of higher attaining pupils. In the last Year 6 national tests over half the pupils achieved the higher levels in mathematics and science, indicating that more able pupils achieve well in these subjects. In English the quality of writing did not match the work in mathematics and science. In ICT standards are above the expected levels and in all of the other subjects observed or analysed by inspectors standards are above average. Achievement in practical subjects such as art and design, design and technology and music is particularly good. Gifted and talented pupils are given plenty of opportunities to do well in most subjects of the curriculum and the school has successfully tackled the problem of challenging higher attaining pupils in all but writing. Pupils with special educational needs achieve well and are offered very good support in lessons and around the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning, school and working together. They are interested and motivated learners and like completing tasks that challenge them.
Behaviour, in and out of classrooms	Pupils behave very well; they are well mannered, polite and want to work hard for their teachers.
Personal development and relationships	Right from their earliest days in school pupils are encouraged to learn independently and they develop into mature and responsible young people. Pupils develop very good relationships with older pupils taking care of younger pupils during indoor and outdoor play.
Attendance	Attendance is very good because children and pupils enjoy coming to

	school.
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Pupils with physical disabilities are shown care and respect by other pupils.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good overall and this is reflected in the rate of pupils' learning in lessons. Almost half the lessons seen were taught very well and the teaching in the Foundation Stage in two of the three less seen was excellent; children receive a first rate start to their education. A key skill in this class is the ability of the teacher to take every opportunity to reinforce children's learning. This means that learning is continuous, children have lots of enjoyable activities to complete and they see how their learning in different subjects is connected. This high quality teaching is an improvement since the last inspection. Teaching in mathematics and science is particularly successful and pupils achieve very well in these subjects. In English learning is satisfactory because not enough is expected of higher attaining pupils. Learning in reading is very good; pupils gain a good understanding of letter sounds and how they make words. In other subjects teachers set pupils a lot of practical tasks that improve pupils' understanding and skills. As pupils are given problems to solve they learn to work together well and apply the skills they have in new situations. This also improves concentration and perseverance, as pupils have to think of solutions to what they consider to be real problems. Pupils with special educational needs and those who learn at a slower rate than most others learn very well because they receive very good support from teachers and learning support assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good in the reception class and good in other classes.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good with the work of learning support assistants being particularly good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; pupils learn to be active members of their school society. They care for others and participate in and appreciate cultural activities. They show good levels of understanding of the needs of others.
How well the school cares for its pupils	The school cares for its pupils well. The school has very good procedures for checking on the health and safety of pupils.

The curriculum is full of opportunities for pupils to be involved in practical activities that require them to apply their skills and knowledge to new ideas. Assessment results are checked regularly and used to plan new ways of working to raise standards.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very good leader and is ably supported by the deputy and curriculum coordinators.
How well the governors fulfil their responsibilities	The governors have a good understanding of how the school works and they are fully committed to ensuring that the school improves.
The school's evaluation of its performance	The staff and governors have a good understanding about what should be improved because of the regular checks on standards, teaching and learning.
The strategic use of resources	Good use is made of the school's budget. The governors and headteacher plan the use of the school's finances well and take account of the falling roll.

The headteacher has formed a good team that recognises the strengths and weaknesses of the school's provision. The school is in good heart and governors give the headteacher credit for driving through the improvements that have been made since the last inspection. The school applies the principles of best value well.

## 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 coming to school and their behaviour is good</li> <li>▪ Children receive the right amount of work, are expected to work hard and are helped to become mature</li> <li>▪ Teaching is good, children make good progress and they feel well informed about their children's progress</li> <li>▪ The school works closely with parents and they feel comfortable about approaching the school</li> <li>▪ The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>▪ The range of after school activities</li> <li>▪ The information parents receive about the school and how well their children are doing</li> </ul>

The inspection team agrees with parents' positive views of the school. The team judges that the range of after school activities is broad and interesting and that the information parents receive, including the quality of the reports, is good.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### Pupils achieve well above average standards in Year 6 in mathematics and science

1. At the time of the last inspection standards in Year 6 were average in mathematics and well above average in science. They are now well above average in both subjects. Since 1998 standards in the school have risen in almost all areas but most noticeably in these two subjects. This considerable improvement has been brought about by:
  - the school adopting schemes of work which show how children and pupils should make progress
  - assessing pupils' attainment to chart how much progress each has made and planning subsequent work
  - offering learning opportunities which make pupils think and solve real problems
  - improvements in the quality of teaching

**Inspectors now judge standards to have risen in most areas of learning but particularly in mathematics and science in Year 6.**

2. 

	1998 judgement	2002 judgement
Mathematics	▪ Year 2 and Year 6 average with low numbers achieving the higher levels	→ Standards in mathematics are well above average in Year 6 and the numbers of pupils achieving the higher levels are well above the national average and in Year 2 are average

Children get off to a very good start in the reception class. They count up to 25 as they chart the progress of their Advent calendar. They design their own patterns as illustrations of sets of twos and threes. In Year 1 pupils improve the speed of their mental calculations and by the time they are in Year 2 calculations are rapid and correct. In Year 1 pupils transfer their understanding of number to working with money and pupils in Year 2 study fractions and parts of numbers. For example, higher attaining pupils calculated a quarter of 24 and 16. Progress is good in almost all year groups so that by the time they are in Year 6, half of the pupils are working above the levels expected for their age. The remainder of the year group work at the expected level. This is because pupils are given lots of practical work in which they are expected to solve problems and apply what they have already learned to new situations. They have to think hard and work together efficiently to come up with solutions that extend their learning. A very good example of this was observed in both of the Year 6 groups. In the lower attaining group, pupils moved from a paper based activity considering the angles of a triangle, to working on computers. They were tasked with drawing an equilateral triangle by programming the computer. Pupils calculated the reflex angle of each vertex and successfully completed the task. They then moved on to program the computer to draw a triangle in each corner of a marked grid, thus extending their knowledge of plotting graphs. In the higher attaining groups pupils were given two angles of a triangle and had to calculate the third. This moved very quickly on to pupils deducting and calculating the internal and external angle of triangle and quadrilaterals, angles about a point and on a straight line and vertically opposite angles. Pupils established new connections and had to give reasoned accounts for their deductions. Standards are higher because teachers expect more of pupils than they did at the time of the last inspection, their planning is of a high quality and they give pupils lots of opportunities to solve problems.

3. 

	1998 judgement	2002 judgement
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- Science
- Year 2 and Year 6 above average with low numbers achieving the higher levels
  - Standards in science are well above average in Year 6 and the numbers of pupils achieving the higher levels are well above the national average. In Year 2 standards are above average

Children get off to a flying start in the reception class thinking about the need for switches, wires and bulbs to light up the decorations on the class Christmas tree. Pupils continue to make good progress so that in Year 4 pupils have a very good understanding of the need for fair tests when experimenting. For example, pupils designed an experiment to investigate the rate of descent of parachutes. The inspector asked if a large parachute was held two metres off the ground and a smaller parachute held one metre off the ground, would the result be fair? Pupils responded that with experimenting it might be possible for both 'chutes to reach the ground at the same time but that the test would not be fair because so many aspects had been altered. In Year 5 pupils considered why bees and flowers are mutually beneficial in an interesting and enjoyable lesson. In Year 6 pupils used their mathematical knowledge of how to measure angles to show that light travels in straight lines and that the angle of incidence is equal to the angle of reflection. Standards are higher than at the time of the last inspection because teachers give pupils plenty of opportunities to test and experiment and apply what they already know in new situations. Pupils consider themselves to be scientists when working in this way. In addition, they have fun when learning and this improves their memories of what they have learned.

## The quality of education in the Foundation Stage

4. **Children receive an outstanding start to their learning in the reception class.**

The quality of teaching in this class is very high and no learning opportunities are left to chance. The quality of planning and record keeping is exemplary and careful notes are made during lessons of how well children are doing. This includes notes on how well children do in individual tasks and in particular skills, such as cutting along straight lines, ordering the size of objects, how well children work together and how adults should approach individual children. Staff keep very comprehensive records of how much progress children make to meet the early learning goals set out for children before they enter the first level of the National Curriculum. These very high quality notes and records enable the teaching and support staff to form a very accurate picture of each child and what staff should do in order to improve learning. Plans are of very high quality and learning opportunities are designed specifically to make the most of each opportunity. Because of the high quality teaching and learning opportunities children achieve very well and most exceed the early learning goals by the time they enter Year 1.
5. The quality of teaching in the lessons observed was excellent and learning matched this very high provision. The teaching is marked by very high expectations of children in all areas of learning observed. In a reading session children used a book which showed photographs of them at work and play, 'A Year in Class 7' and which was used to very good effect. In this session there was excellent teaching of reading, with the teacher emphasising initial letter sounds, middle vowel sounds and whole word recognition. Because children recognised themselves in the book and were very interested in remembering their work, they concentrated for much longer than is usual with children of this age. High attaining children recognised exclamation marks, knew

the author and all of them understood the term 'title'. This session was highly successful partly because children's learning was based on their own experiences.

6. In a lesson about Advent children showed real interest in the words associated with the season. They sketched the tree and labelled the baubles, tinsel, presents and chocolate. Older infant pupils do not often complete work of this quality. No opportunities were missed to reinforce learning. For example, when one child talked of needing a switch, wires and bulbs, the teacher emphasised the 'silent g' in the middle of the word light 'like we saw this morning'. When a child suggested that they make a name tag for their visitor, the teacher asked the class how they would manage the task and how the name should be spelled. Lots of ideas followed, with the final suggestion, paper punched with a hole and a treasury tag, from the office, used to complete the project. The session finished with children showing their work and talking to the others about what they had completed. All of the children had used a computer to print their names using capital letters, picture books had been finished and paintings of high quality had been completed.
  
7. Progress in children's mathematical development is as good as in their other areas of learning. The class has constructed an Advent calendar with children painting houses, each with a number on the door. As each day of Advent passes, the class opens a door and discovers what is hidden in the house. This means that children have lots of opportunities to practise counting and work on the order of numbers, but the calendar is also linked to events happening in the school during Advent. The inspector's visits, special birthdays are all recorded as the children count up to 22 and then calculate, with help, how many days are left till Christmas day. All of this work was simply the introduction, and the main session of the lesson began with children being asked to sit in a semi-circle which they did very quickly and easily. As the teacher brought out a paper chain made up of two colours, children gasped; 'How did you make the rings?' 'They're circles aren't they?' and answered the question from the teacher; 'Do you know what repeat means?' They explained well and the teacher began to teach them how to form the rings. The sequence of learning was very carefully constructed:
  - the teacher introduced a ruler and showed pupils how to draw a straight line
  - as one child identified the shape as a long, thin rectangle, the teacher showed how to cut along the line carefully
  - and once the rectangle was cut out, how to form the interlocking ringsChildren predicted the next colour in the sequence and were asked to get on with the task. Their first job was 'to do some thinking' about their colours and how they were going to set about their work. And so in a simple task of making paper chains for the classroom, children learned a variety of skills, developed a depth of understanding and had fun while they were learning. However, identifying sequences and patterns in mathematics is the basis of much further learning such as algebra. And the opportunities to increase children's understanding of comparisons, such as long, short, less and more were never missed.
  
8. In this stage of their education children become independent learners who work together in close collaboration. They work in an attractive environment geared to learning the basic skills of reading, writing and number and designed to maximise children's learning opportunities.

## Teaching and learning in Years 1 to 6

9. At the last inspection very good or excellent teaching accounted for almost a tenth of the observations. In this inspection very good or excellent teaching accounted for almost half of the lessons seen. This improvement is due, in part, to the headteacher and deputy headteacher observing teaching, passing on recommendations and teachers forming a precise understanding of how to encourage learning. **There are many strengths in teaching which bring about effective learning.**

10. **Teaching strengths which result in effective learning**

- Questioning is very strong → This leads to pupils being able to solve problems, – teachers set small step problems for pupils to solve apply their previous learning in novel ways, think hard and link ideas together to investigate problems

For example, pupils in Year 1 looked at the work of Andy Goldsmith, an artist who specialises in sculpted forms from naturally occurring materials. Their task was to decorate a large branch hanging from the ceiling of the classroom. In pairs and small groups pupils began weaving supple twigs while others used peat, sawdust, leaves and other plant 'finds'. Achievement in art is particularly good and the school has won the 'Young artists of the Year Award' on two consecutive occasions. High quality artwork is evident throughout the school. In this school pupils do not make models, they construct real products, as in the Year 6 work to construct a shelter for two people. Pupils' designs cover one wall of their classroom and one metre high geodesic domes, made of rolled paper, take shape in the practical areas.

11. ▪ Teachers use a good range of methods, including demonstration, modelling, individual coaching and where appropriate, humour → Pupils learn effectively because each lesson contains opportunities to learn in a variety of ways, whether pupils prefer to learn by seeing, hearing or doing. Pupils understand ideas and learn skills that they can apply in other settings and not simply knowledge which is usually only applicable in a limited range of situations

In a very good lesson for a Year 6 mathematics set, the teacher demonstrated how pupils could not construct an equilateral triangle simply turning through a series of  $60^\circ$  angles. After a very straightforward and well-explained demonstration, pupils immediately understood that the angle would have to be  $120^\circ$ . In Year 5, four pupils wore coloured flower hats while another wore a green bud hat. As the bee, wearing antennae of course, moved from flower head to flower head, collecting a handful of sweets from each flower, pollen was sprinkled onto the bee. Pupils very quickly understood the notion that the bee collects nectar in return for spreading the pollen from plant to plant. The green bud was not visited because nectar would not be available. The fun carried a very serious message and pupils made good progress in their understanding of the process as well as the learning the scientific vocabulary for the male and female organs of flowers.

12. ▪ Teachers allow pupils to work as individuals, letting them solve problems in their own way; they set very challenging tasks → Pupils concentrate well and work very hard and, because they are interested, they concentrate for longer periods than would normally be expected. Pupils arrive at imaginative solutions, they persevere and apply themselves very well

In a Year 3 literacy lesson pupils produced fact files on frogs. While some pupils helped the teacher construct a file of their own, brighter pupils tussled with phrases such as 'exuded a poisonous substance'. Because the work interested pupils they concentrated for a great deal of time. The length of time pupils applied themselves to a task was a very positive feature of pupils' learning.

13.     ▪ Subject knowledge is at least good with very good levels in Year 6. All teachers link learning between subjects     → Learning is linked across subjects so that pupils have to use skills in novel situations, for example, ICT skills in mathematics, measuring angles in science and drama in history

In a very well organised science lesson in Year 6 pupils worked in pairs to construct a perpendicular line to a mirror. Using knowledge gained in mathematics about angles, pupils very successfully calculated the angles, almost half the class to within one degree of accuracy. They used, pins, a mirror, protractor and setsquares and their own ingenuity and perseverance.

14.     ▪ Learning support assistants work very well with teachers to support pupils with special educational needs     → Pupils with special educational needs learn very well. They make very good progress towards their targets and in particular pupils with physical disabilities are very well supported.

In all of the lessons seen, very good provision was made for pupils with special educational needs. At times they were set specific tasks to promote their learning at others they were very well supported by learning support assistants. Careful notes of pupils' achievements are kept by learning support assistants to pass onto teachers. They have very good skills and knowledge. In particular, they help pupils learn the sounds that make up English words and this helps pupils to read and spell well.

15. Teachers' planning, their hard work and their commitment to pupils' learning are all important factors in this improvement. They form an effective team and are critical of their own work. They seek solutions to difficulties and evaluate honestly and openly how well their work supports pupils' progress.

### **Leadership and management**

16. The headteacher is a very good leader and manager. At the time of the last inspection the headteacher had been in post for one week. The governors give the credit for the school's improvement since the last inspection to the headteacher and the way he has provided direction and consolidated the school team. Since that time he has set about, in a forthright but unassuming manner, to improve the quality of school development planning, to establish a full suite of policies and schemes, to improve the monitoring and evaluation of the school's work and, most importantly, to raise standards. The deputy headteacher, who managed the school for one term before this inspection, provides very good support to the headteacher.
17. This work has been largely successful because teachers, governors and other adults work in an open and caring manner. They have managed to look at the work of the school, analyse assessment data and act upon what they have found. The level of information and analysis provided by the headteacher helps the staff of the school and the governors set out clearly what should be improved and how to judge the success of

their efforts to improve the school's provision. Since the last inspection many processes and systems have helped improve the provision and hence pupils' rates of achievement.

18. The governors take their work very seriously. They look carefully at the work of the school and ask searching questions to test whether the school's staff are working in the most productive manner. They have a very good understanding of the school's strengths and weaknesses and, after reviewing the results of national and school-based tests, check the direction charted in the school improvement plan to ensure that better rates of progress are brought about. The governors, with the support of the headteacher, have set up a very useful calendar of monitoring. This ensures that governors regularly check on all the aspects of the school's work.
19. The school improvement plan is now a very good tool to chart the direction of the school development process. It has been used to very good effect to manage the falling roll and the subsequent drop in the total budget. The senior managers, teachers and governors are well aware of the need to manage this change in the school's circumstances and have taken careful steps to ensure that, as far as possible, the school is tackling this situation with energy and some early signs of success.

## **WHAT COULD BE IMPROVED**

### **The achievement of higher attainers in writing**

20. A substantially lower proportion of pupils attain the higher levels of the National Curriculum in writing than in reading, mathematics or science. This is because, in English, pupils do not have enough opportunity to write and, in particular, to write long, complex pieces of work. They are not required as often as they should be to write at length in other subjects, nor are they offered challenging writing activities that stretch them.
21. In most English lessons the pace of learning is at least good and is often very brisk. Pupils work very hard and complete a good amount of work and because they complete lots of work teachers have opportunities to identify errors and therefore promote further learning. When pupils work on the practical tasks they are given, they are curious, inventive and they work very hard. The written work, which is the result of their considerations and experiments, is of good quality. However, in some circumstances too much time is taken up with talking, reading or experimenting and not enough time is given over to pupils producing lengthy pieces of written work.
22. This issue is related to the design of the timetable which splits the morning into two long sessions. In most circumstances pupils cope well with these long sessions and, because they concentrate for long periods of time, learning continues. However, the time for writing is too often squeezed in these long, sometimes 75 minute, sessions. The school is reconsidering the balance of time given to reading and writing and is planning to adjust it to favour writing.
23. The lack of opportunity particularly affects higher attaining pupils who are unable to stretch themselves against the higher expectations that teachers could present. This is not the case in mathematics and science where half of the Year 6 pupils in 2002 achieved the higher levels of the National Curriculum. In English, and in particular writing, about a tenth of the pupils achieve the higher levels. In all three subjects the same proportion of pupils achieved the expected levels. Pupils use punctuation

correctly, their handwriting and presentation are neat and generally the other areas of English are learned well. Because of the generous allocation of time to other aspects of English, the lack of opportunities for pupils to use their writing skills in other subjects and the lack of difficult work which would stretch higher attaining pupils, too fewer pupils achieve the higher levels in writing in Years 2 and 6.

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

24. In order to improve standards and the quality of education, the governors, headteacher and staff should

- (1) \*Improve the achievement of high attainers in writing by
- offering greater challenge
  - giving more opportunities to write across the curriculum
  - making better use of time within literacy lessons and the balance between reading and writing  
*(Paragraphs 20-23)*

**\* Issues already identified by governors and staff and in the process of development.**



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	11	1	0	0	0
Percentage	9%	36%	50%	5%	0%	0%	0%

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		186
Number of full-time pupils known to be eligible for free school meals		20

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		29

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	8
Pupils who left the school other than at the usual time of leaving	17

### Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.7	School data	0.1

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	16	10	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	9	10	10
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	96 (97)	100 (93)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	9	10	10
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	96 (93)	100 (90)	100 (97)
	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	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	13
	Girls	17	16	18
	Total	27	27	31
Percentage of pupils at NC level 4 or above	School	87 (82)	87 (78)	100 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	18	16	17
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	90 (69)	87 (76)	94 (91)
	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	165	0	0
White – Irish		0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian		0	0
Mixed – any other mixed background		0	0
Asian or Asian British - Indian		0	0
Asian or Asian British - Pakistani		0	0
Asian or Asian British – Bangladeshi		0	0
Asian or Asian British – any other Asian background		0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African		0	0
Black or Black British – any other Black background		0	0
Chinese	2	0	0
Any other ethnic group		0	0
No ethnic group recorded		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)	8.2
Number of pupils per qualified teacher	23:1
Average class size	26.6

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

Total number of education support staff	5
Total aggregate hours worked per week	133

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
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	£
Total income	476,741
Total expenditure	484,918
Expenditure per pupil	2,298
Balance brought forward from previous year	10,876
Balance carried forward to next year	2,699

### **Recruitment of teachers**

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

Number of questionnaires sent out	186
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	4	0	4
My child is making good progress in school.	39	56	6	0	0
Behaviour in the school is good.	33	54	6	2	6
My child gets the right amount of work to do at home.	35	43	17	2	4
The teaching is good.	44	44	7	0	4
I am kept well informed about how my child is getting on.	35	35	20	6	4
I would feel comfortable about approaching the school with questions or a problem.	57	24	9	4	6
The school expects my child to work hard and achieve his or her best.	44	48	2	2	4
The school works closely with parents.	35	39	13	6	7
The school is well led and managed.	31	46	7	13	2
The school is helping my child become mature and responsible.	39	48	2	7	4
The school provides an interesting range of activities outside lessons.	26	39	11	15	9