

# INSPECTION REPORT

## **LEE CHAPEL PRIMARY SCHOOL**

Basildon

LEA area: Essex

Unique reference number: 114897

Headteacher: Mrs. Susan Jackson

Reporting inspector: Alison M. Cartlidge  
OIN 23609

Dates of inspection: 15<sup>th</sup> –16<sup>th</sup> October 2002

Inspection number: 247506

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	The Knares Basildon Essex
Postcode:	SS16 5RU
Telephone number:	01268 474177
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Joe White
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the town of Basildon in Essex and has been steadily growing in size over the last few years. There are 425 pupils between the ages of four and eleven on roll and they are taught in fourteen classes, with two classes for each age group. Pupils come from a wide range of socio-economic backgrounds and live in the town and surrounding area. Test results show that pupils' attainment on entry to the school is below average overall, being much lower than at the time of the last inspection. The total number of pupils identified as having special educational needs, remains well below the national average at six per cent. Seven pupils have a statement of special educational need. This figure is in line with national averages. The number of pupils with English as an additional language is above average at six per cent and the nine per cent of pupils taking free school meals is below average for the country.

The school achieved the prestigious 'Beacon' status in September 2002 for its ability to share ideas and good practice and it provides support for a number of other schools in the area, especially in literacy and numeracy.

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

Lee Chapel Primary is a good school with some very good features. Pupils attain high results in English, mathematics and science in the National Curriculum tests at the end of Year 6. The quality of teaching is good overall with very good teaching of literacy and numeracy in Years 3 to 6. The headteacher and governing body have a very clear understanding of the school's strengths and weaknesses, provide very effective leadership and are enthusiastic about providing pupils with a good education. The school is very active and successful in securing additional funding and provides good value for money.

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

- Pupils achieve high results in English, mathematics and science in National Curriculum tests at the end of Year 6.
- The headteacher and governing body provide very good leadership.
- The quality of teaching of literacy and numeracy is very good in Years 3 to 6.
- The school gives pupils excellent opportunities to participate in physical activities.
- Very effective procedures for promoting pupils' personal development help them to be very enthusiastic, learn to take responsibility and behave well.
- Parents are very positive about the school and enjoy the very close partnership that has developed.

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

- The pupils' standards of attainment and the teachers' expectations of what pupils should learn in the reception year and Years 1 and 2 are not high enough.
- The curriculum is largely factual and this limits opportunities for pupils to use their initiative and skills and makes learning in some subjects too superficial.

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

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

The school has made good progress since the last inspection in February 1997. In Years 3 to 6 there is now a high percentage of excellent and very good teaching and National Curriculum test results are much higher at the end of Year 6. Pupils' attainment in information and communication technology and design and technology are now satisfactory. However, pupils' attainment at the end of Year 2 is not as high as at the time of the last inspection. In the reception classes and Years 1 and 2, higher attaining pupils in particular are provided with insufficient challenge in some lessons. The qualities of leadership and management have improved further and the roles of subject leaders have been extended

successfully. Whilst provision for pupils to learn about other cultures has been improved there are still insufficient opportunities across the curriculum for pupils to gain a depth of knowledge and understanding about how people from other cultures live.

## 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	A	B	A	A
Mathematics	A	A	A*	A*
Science	B	A	A	A

Key	
Very high	A*
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

By the end of the reception year, children have made satisfactory progress. They have good skills in personal, social and emotional development. However, their attainment remains below average overall.

National Curriculum test results for pupils at the end of Year 2 have been falling over the last few years and are now below average in reading and writing and well below average in mathematics. This is due to pupils having lower attainment on entry to the school than in the past and to there being insufficient challenge for some potentially higher attaining pupils.

Pupils' test results at the end of Year 6 have improved over the last three years. The number of pupils attaining the higher Level 5 is a particular strength. In 2002, National Curriculum tests show that attainment was well above average in English and science and in the highest 5% nationally in mathematics. The school exceeds the challenging targets it sets for pupils by the end of Year 6.

Inspection findings confirm recent test results. Overall, pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. Pupils achieve very well in literacy and numeracy in Years 3 to 6. Whilst pupils throughout the school make good progress in developing scientific knowledge their ability to apply this knowledge by devising their own investigations is less well developed.

In physical education, the effective use of a talented specialist teacher enables pupils throughout the school to achieve well and develop good skills.

Pupils with special educational needs make good progress overall, and achieve very well in Years 3 to 6 with most attaining the expected Level 4 in National Curriculum tests at the end of Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, take pride in their work and are attentive and keen to learn. They are very enthusiastic about taking part in the outstanding range of activities that take place outside lessons.
Behaviour, in and out of classrooms	Very good. Pupils are very polite and friendly and behave very sensibly in lessons and when moving around the school.
Personal development and relationships	Very good. Pupils are very keen to take responsibility for various tasks around the school, participating in the school's council and organising themselves efficiently. They form very positive relationships with each other and members of staff, showing patience with each other and high

	levels of co-operation.
Attendance	Satisfactory. Rates of attendance are average.

## TEACHING AND LEARNING

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

In the reception year and Years 1 and 2, members of staff manage pupils' behaviour successfully. Attractive resources help pupils to learn well at the start of lessons and teaching assistants support pupils well when they are working in small groups. However, some of the work provided in literacy and numeracy is not sufficiently challenging and pupils can lose interest, slowing the pace of learning. In the reception year, teachers make effective use of an interesting outdoor area to make learning meaningful and enjoyable.

In Years 3 to 6, teachers have very high expectations of what pupils should achieve, especially in literacy and numeracy and basic skills are taught very effectively. Skilful teaching assistants support lower attaining pupils and those with special educational needs effectively, ensuring that work is closely matched to their needs. The enthusiasm of the teachers inspires pupils to work hard and a good pace of learning is maintained in lessons.

Specialist teachers are used effectively in music and physical education. Throughout the school, homework is used well to extend pupils' learning. Teachers enable pupils to develop a good range of factual knowledge in science and in aspects of history, geography and religious education. However, pupils are given insufficient opportunities to use their initiative and develop independence by carrying out research, devising their own investigations and choosing their own methods for presenting their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school has outstanding opportunities for pupils to learn outside lessons and very good strategies for teaching literacy and numeracy in Years 3 to 6.
Provision for pupils with special educational needs	Good. The provision is managed effectively and pupils are given good support in literacy and numeracy lessons by well trained teaching assistants.
Provision for pupils with English as an additional language	Satisfactory. Whilst there is no specific provision for pupils with English as an additional language, teachers provide appropriate support for these pupils in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There are very good opportunities for pupils to learn worthwhile values and develop social skills. However, there are limited opportunities for pupils to appreciate other cultures in lessons and this aspect of the school's work is underdeveloped.
How well the school cares for its pupils	Very good. There are very good procedures for ensuring that pupils are kept safe and healthy.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher is a very strong driving force for the work of the school. Her commitment to ensuring that pupils receive a high quality education is shared by other members of staff. Subject leaders are increasing their responsibilities by monitoring work in the subjects they manage.
How well the governors fulfil their responsibilities	Very good. The governors are actively involved in all aspects of the school's work and have a very good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. Members of staff and governors contribute to reviewing the effectiveness of developments and help to analyse pupils' test results. The headteacher monitors teaching carefully and understands and takes action when improvements are needed.
The strategic use of resources	Good. The school is successful in gaining additional funding and this is spent wisely to improve provision and standards. The school applies the principles of best value appropriately.

## 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>• Pupils like school and are helped to become mature and sensible.</li> <li>• Teaching is good and members of staff are approachable.</li> <li>• Pupils are expected to work hard.</li> <li>• Leadership and management.</li> <li>• Activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• Information on their children's progress.</li> </ul>

Fewer than ten per cent of parents would like to see improvements in any aspect of the school's work. The inspection team agrees with parents' positive views. The provision of homework is good and information on pupils' progress is satisfactory.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high results in English, mathematics and science in National Curriculum tests at the end of Year 6.**

1. Pupils' attainment in English, mathematics and science has been consistently high for the last three years. Pupils are prepared well for National Curriculum tests at the end of Year 6 and they benefit from the very good quality of teaching in literacy and numeracy in Years 3 to 6. In these year groups, members of staff have high expectations of what pupils can achieve and there is a strong commitment to improving standards of attainment further. The arrangement of pupils into ability sets for English and mathematics has helped teachers in Years 3 to 6 to ensure that individual needs are met well, enabling pupils of differing prior attainment to make good progress.
2. In 2002, the results of National Curriculum tests at the end of Year 6 confirm the high standards seen during the inspection. In these tests, pupils' attainment was well above average in English and science when compared with all schools and with similar schools. In mathematics, test results placed the school amongst the top five per cent of all schools.
3. The benefits of teaching pupils in ability sets in English and mathematics are evident in the good increase in the number of pupils attaining the higher Level 5 in 2002. In the previous year, this was a comparative weakness in English, with only one in five pupils achieving Level 5. This is no longer the case, with nearly half of pupils attaining Level 5 in English in 2002. Similarly in both mathematics and science, the number of pupils achieving Level 5 increased, with two-thirds of all pupils now attaining this higher level in end of Year 6 tests in 2002. In science, much of the pupils' last year in school is spent revising for end of the year tests. This is a key factor in the very good results that are achieved in science with pupils having a very good factual knowledge. However, it does mean that opportunities to use and apply this knowledge to practical situations are limited, with pupils having less well developed skills in the areas of recording their work and using their scientific understanding to explain what they have observed.
4. The school carries out a detailed analysis of test data at the end of each year, comparing pupils' attainment at the end of Year 6 with their attainment in National Curriculum tests at the end of Year 2. This analysis and inspection evidence confirms that by the time they leave the school, pupils have made good progress. The school's test data for pupils in Years 4 and 5 confirm this good rate of progress with pupils in these year groups on target to achieve very well by the end of Year 6.

#### **The headteacher and governing body provide very good leadership.**

5. The headteacher is a very strong driving force for the work of the school. Her enthusiasm and commitment ensure that pupils receive a good education and her vision for the future development of the school is shared successfully with other members of staff. She provides a very clear direction for the work of the school and this has resulted in significant improvements in the quality of teaching and has had a very good impact on standards in English, mathematics and aspects of science by the end of Year 6. Members of staff work together well for the good of the school and give generously of their time especially when supporting activities outside lessons. Ninety-five per cent of parents are pleased with the way the school is led and managed. Leadership and management have improved since the last inspection when there were areas that required some improvement.
6. The headteacher is particularly effective in raising the profile of the school in the local community and increasing its popularity amongst parents. For example, the school has recently gained 'Beacon' status, acknowledging how it can support other schools in the area, particularly in literacy and numeracy. The school continues to support a high number of student teachers, many of whom are successful in gaining teaching jobs in the area.

7. Despite a relatively high turnover of teachers in the last two years, the professional development of members of staff is well managed with clearly identified and challenging targets set for each individual. The headteacher monitors teachers' work closely and has developed a good understanding of their individual strengths and areas for development. She is successful in assigning roles and responsibilities that enhance the working of the school and help members of staff to develop professionally. The responsibilities of the subject leaders and co-ordinator for special educational needs have been increased since the last inspection. Members of staff now take a greater part in drawing up action plans for their subjects and contributing to the school development plan. The headteacher is very keen to ensure that all members of staff receive good opportunities for further training.
8. The headteacher is very successful when applying for additional grants and these funds are spent wisely on improvements identified in the clear school development plan. Where members of staff make a good case for spending to enhance learning in a subject, this is usually agreed and accomplished. All initiatives are evaluated in terms of their impact on learning and unsuccessful ventures are quickly halted.
9. The governors are actively involved in all aspects of the school's work and have a very good understanding of the school's strengths and weaknesses. Statutory requirements that were not being met in collective worship and design and technology and information and communication technology at the time of the last inspection are now met in full. They are very careful to ensure that money is spent on improving provision at the school and raising standards. They have effective systems in place for monitoring the school's work.

**The quality of teaching of literacy and numeracy is very good in Years 3 to 6.**

10. In Years 3 to 6, pupils are taught in groups organised according to their prior attainment in English and mathematics and these arrangements are successful in increasing the progress pupils make in lessons. Teachers have very high expectations of how pupils should behave and what they should achieve and basic skills of literacy and numeracy are taught very effectively at an appropriate level. Skilful and patient teaching assistants support lower attaining pupils and those with special educational needs, ensuring that work is closely matched to their needs. The enthusiasm of the teachers and their keen sense of fun inspire pupils to work hard and behave very well. Purposeful activities ensure that a good pace of learning is maintained in lessons. The quality of teaching in literacy and numeracy has improved significantly since the last inspection.
11. In literacy, teachers write very clear and detailed lesson plans. They ask challenging questions that encourage pupils to think about their work and makes them keen to provide answers. They show that they value pupils' work by sharing good examples with the class, successfully interesting and inspiring others. For example, in one lesson for lower attaining pupils in Year 3, the teacher read out poems written by the pupils the previous week. These were greatly enjoyed by the pupils who listened intently and increased their confidence in writing interesting poems. Teachers mark pupils' work carefully making it clear what they need to do in order to improve. However, they do not always allow sufficient time for pupils to read these comments at the start of the next lessons allowing for immediate action to take place. An interesting range of work is provided so pupils gain a wide range of writing skills. However, these very good skills are not always used sufficiently to support learning in science, geography, history and religious education.
12. In numeracy, teachers make clear to pupils the purpose of each lesson and start promptly capturing pupils' interest to maintain a quick pace. They are very effective in encouraging the pupils to discuss different ways of tackling a given problem. For example, in an excellent lesson in Year 6, higher attaining pupils discussed how they worked out various percentages of whole numbers when working out discounted prices. Pupils have appropriate opportunities to use their numeracy skills in subjects other than mathematics. For example, pupils in Year 4 used graphs when comparing the differing climates of Bombay and London.
13. Regular tests are used to help pupils remember what they have learnt in literacy and numeracy and

these help teachers decide what pupils need to learn next. Throughout the school, homework is used well to extend pupils' learning.

14. Whilst teachers enable pupils to develop a good range of factual knowledge in science, history, geography and aspects of religious education, pupils are given insufficient opportunities to use their initiative and develop independence by carrying out research, devising their own investigations and choosing their own methods for presenting their work.

**The school gives pupils excellent opportunities to participate in physical activities.**

15. The school has recently achieved an 'Active mark' award from Sport England for the very effective way in which it promotes physical development in both lessons and through extracurricular activities. There is a very high emphasis on promoting healthy living and encouraging pupils to participate in different sporting activities. This is reflected in the wide range of skills that are shown by pupils and their very positive attitudes towards physical education.
16. Throughout the school, pupils become very adept at an extensive range of team and individual sports. They show good skills in lessons and clubs. In gymnastics, pupils in Year 6 demonstrate standards that far exceed national expectations. They perform a range of movements with very good control and accuracy, working together well to develop complicated sequences of movements on high and low gymnastics equipment. They use a variety of springs, jumps and rolls very competently to make their sequences interesting. They have a good awareness of how variations in speed, direction and level of working can make their performances more interesting to an audience. Pupils in Year 6 evaluate each other's work carefully, making sensible suggestions about how it can be improved.
17. In a Year 5 games lesson pupils showed a good understanding of the various ball skills needed in football and netball such as dribbling, passing, controlling and shooting. They played effectively as part of a team and had a good range of catching and throwing skills. During the lesson, there was a good improvement in the way that they used their feet to learn how to '*feint*' and '*dodge*' when playing netball.
18. There are two main factors in the very good quality of provision provided by the school. There is a very good curriculum for physical development, including swimming lessons for older pupils. In addition, pupils are benefiting enormously from the judicious use of a very skilled and enthusiastic specialist teacher. This teacher, who is also the subject leader, takes most of the school's physical education lessons and this has a very good impact on learning. Her very high expectations and excellent subject knowledge mean that pupils are constantly challenged and extended in lessons and are enabled to make at least good progress. Activities are very carefully planned to allow pupils to develop and practise a range of movements or skills. The teacher gives pupils very good opportunities to practise new skills and to show the rest of the class examples of their good work. Behaviour is managed very effectively, and pupils respond well to the sensitive way in which the teacher helps them as they work. In lessons, there is always a purposeful working atmosphere, with pupils supporting each other well.
19. The school works hard to provide opportunities for participating in a large number of sports both in lessons and through the outstanding range of extracurricular activities that are made available to pupils. Clubs are organised by a number of teachers and teaching assistants, with the support of volunteer helpers from the local community. They give pupils very good opportunities to practise and develop skills outside lessons. Amongst clubs on offer at the time of the inspection, there were opportunities for pupils to learn new skills in gymnastics, badminton, dance, short mat bowls, basketball, netball and football. These clubs happen at all times of the day, including before school and there are good opportunities for younger pupils to participate. Numbers attending clubs are very high, indicating the high level of motivation and interest shown by the pupils. For example, one of the two gymnastics clubs regularly has over 50 pupils taking part.
20. Excellent use is made of visits by coaches from various sports clubs and organisations to introduce pupils to new activities and supplement learning that takes place in the classroom. For example,

during the inspection, a player from a national league basketball team visited the school to coach some of the pupils.

21. Pupils are able to compete against each other in lessons and at sports days, as well as in matches against other schools in swimming, football, and netball and athletics competitions. They have done this with great success, winning a large number of local and, occasionally, national competitions.

**Very effective procedures for promoting pupils' personal development help them to be very enthusiastic, learn to take responsibility and behave well.**

22. The school promotes pupils' personal development very effectively. Members of staff work hard to develop pupils' self esteem. As a result, pupils become confident, articulate and highly motivated learners. They are keen to share their opinions and are very enthusiastic about the school and their work.
23. Pupils are very happy at school and are encouraged to become involved in making decisions about different parts of school life. They do this well. The school gives pupils many opportunities to take responsibility, including running the school tuck-shop. The school council is a very worthwhile initiative. It is well organised and is supported enthusiastically by pupil councillors, who feel that the pupils' views are valued and respected. Councillors have very positive attitudes towards their role and believe that they can help to make things better in the school. They carry out their tasks very conscientiously, for example leading 'class meetings' to talk about issues that are affecting their classmates and then feed these concerns into council meetings. This detailed structure means that all pupils feel that they have a role in decision making. Many of the issues raised by the school council are very pertinent and often lead to worthwhile changes being made in school routines, such as having softer balls during playtimes to help younger pupils learn how to head the ball properly when playing football.
24. Pupils are very keen to get involved in whatever activities are planned by teachers or other members of staff. The school provides an outstanding range of extracurricular clubs, including a 'breakfast club' when pupils are given help with their homework, if they need it. Clubs are very well attended, with pupils often coming to school early or staying late so that they can participate. Extracurricular activities observed during the inspection were of very high quality and were well planned to raise interest and standards in academic, artistic and sporting aspects of the curriculum.
25. Teachers have very high expectations of the levels of co-operation to be shown by pupils. This means that in most lessons, pupils work well together and support each other with tasks. For example, when working in the ICT suite, Year 6 pupils carefully shared skills, with a higher attaining pupil showing others how to use formulae to carry out a calculation on a spreadsheet.
26. In classrooms, around the school and in the playground, the behaviour of pupils is very good. The school has a range of very effective strategies to promote good behaviour, including having identified pupil mediators who are available at lunchtimes and playtimes to help pupils who are having difficulty. This system is effective. Pupils have a good understanding of why they need to behave well and they show good levels of adaptability, responding to changing circumstances in a mature and sensible way. This was exemplified during the inspection by the impeccable behaviour seen during an assembly, when normal routines were severely disrupted by poor weather. Despite these changes, pupils behaved superbly, waiting quietly and listening carefully and participating well in the assembly.
27. All adults who work in the school, as well as those who come in on a voluntary basis, provide very good role models for pupils. They listen carefully to what pupils say, are interested in them and demonstrate the courtesy to the pupils that they expect them to show to others. This leads to pupils showing very high levels of politeness to all members of the school community, including visitors.
28. Parents feel that the school is successful in helping their children to become mature and

responsible. Inspection findings support this view. The very good attitudes and behaviour of pupils makes a very strong contribution to the high standards that are achieved by the end of Year 6.

**Parents are very positive about the school and enjoy the very close partnership that has developed.**

29. Parents have very positive views about the school and the pre-inspection questionnaire shows that over ninety per cent of parents are happy with every aspect of the school's work. They especially like the fact that their children are expected to work hard at school and the very wide range of opportunities for pupils to take part in educational clubs and events. More parents 'strongly agree' with the school's work than at the time of the last inspection. They find the headteacher and other members of staff to be very approachable and appreciate the way the school responds to the needs of individual parents. The school's very good partnership with parents has improved further since the last inspection when it was found to be good.
30. The school continues to keep parents well informed in newsletters and detailed curriculum plans are made available to parents each term. Workshops for parents are held to help them understand what pupils are taught at school. Parents appreciate the regular opportunities to discuss their children's progress with the teachers, although nine per cent of parents would like more information about their children's progress. As at the time of the last inspection, written reports on pupils' progress provide satisfactory information.
31. The governing body produces an attractively presented and detailed annual report on the school's work. Governors actively seek the views of parents and suggestions made by parents are responded to and appreciated by the school.
32. Most parents are keen to become involved in the life of the school. Ninety-two per cent of parents have shown a commitment to supporting their children with homework by signing the home/school agreement. Parents raise large sums of money each year and these funds are spent on improving educational resources. Most parents enjoy opportunities for sharing in the life of the school such as attending 'birthday assemblies' for younger pupils and supporting learning in lessons.

**WHAT COULD BE IMPROVED**

**The pupils' standards of attainment and the teachers' expectations of what pupils should learn in the reception year and Years 1 and 2 are not high enough.**

33. By the end of Year 2, standards of attainment are lower than they were at the time of the last inspection. National Curriculum tests in 2002 show that pupils' attainment was below average in reading and writing and well below average in mathematics when compared with all schools and similar schools. Standards of attainment have been falling for the last few years. Whilst this fall can be partly explained by pupils' lower attainment when they start school, there are also weaknesses in teaching which adversely affect progress. The good progress and achievement seen in Years 3 to 6 is not yet evident amongst younger pupils.
34. In the reception years and Years 1 and 2, teachers' expectations are too low. Teachers do not give enough consideration to what pupils already know or can do when planning lessons. This means that whilst pupils make satisfactory progress overall, there is insufficient challenge, especially for higher attaining pupils and opportunities for extending all pupils' knowledge and skills are sometimes missed.
35. In the reception classes higher attaining children spend too much time going over basic skills even when the tests they complete when they first start school show they are capable of more difficult tasks. Reading records offer praise to encourage children but do not identify what needs to be learnt next to help parents as they read with their children at home. Too much recorded work is pictorial, copied writing or worksheets that require little use of the pupils' own writing skills.

36. In literacy in Years 1 and 2, lessons start well with effective use being made of shared reading to encourage pupils to predict what might happen in a story and to learn about the conventions of print. However, once pupils are working in small groups, too much time is spent on undemanding tasks such as drawing and colouring in illustrations for given words. Much of the writing is the pupils' own 'news' or simple stories and this does not always inspire pupils to produce their best. When teachers have captured the pupils' interest the quality of work is significantly higher. For example, a higher attaining boy in Year 2, who usually produced stories showing little awareness of the need to interest readers, produced an interesting and perceptive account about Neil Armstrong and the moon landing. In addition, in Year 2 pupils often waste time writing in 'rough' books then copying this work out again once it has been marked by the teacher without significant changes being made to the quality of the content. In numeracy, whilst there is a good emphasis on practical work, lesson planning does not always take into consideration pupils' differing needs and pupils sometimes lack independence and do not work quickly enough when not supported by an adult. In other subjects, there are still too many worksheets, limiting the opportunity for pupils to write independently.
37. Teachers do not make sufficient use of marking to show what pupils need to learn next and do not encourage pupils enough to be independent when spelling words.

**The curriculum is largely factual and this limits opportunities for pupils to use their initiative and skills and makes learning in some subjects too superficial.**

38. The school has rightly prioritised raising standards in English, mathematics and science. This has been achieved and, by the end of Year 6, standards are much higher than they were at the time of the last inspection. There has been less of a focus on other subjects, and in some, pupils do not study topics in sufficient detail. This has led to pupils' understanding and skills being superficial in subjects such as history, religious education and geography. This means that whilst attainment is satisfactory overall in these subjects, it is not as high as it should be, given the ability of the pupils. A discussion with a sample of Year 6 pupils showed that they have only a limited understanding of the significance of The Tudors, with most of their knowledge centred on Henry VIII and his life, rather than on the impact of the period on the wider world. In religious education, pupils showed a sound knowledge of topics studied recently, such as Hinduism, but could not recall, without prompting, the name of the a Jewish place of worship or the Jewish Holy Book. In geography, there is little evidence of advanced mapping skills being developed, and pupils have only a limited understanding of what it means to live in a multicultural society. In all three of these subjects, there is scope for the learning of higher attaining pupils to be extended beyond that of the average attaining pupil. This type of challenge is not evident in the samples of work seen from the last academic year, with pupils often completing the same piece of work whatever their prior attainment.
39. Available time is not always use effectively. This is particularly evident at the start of the day, when time is lost waiting to move to assembly or to literacy or numeracy groups. For example, during the inspection, an infant assembly did not start until 25 minutes after the children had come into school, even though parents were waiting in the hall for this assembly to start. Similarly, in Years 3 to 6, pupils do not move to literacy and numeracy groups until 20 minutes into the school day. Although teachers try to use this 'spare' time meaningfully, too much of it is spent on purposeless activities. The headteacher has identified that better use could be made of available time to support learning across the curriculum.
40. Throughout the school, pupils are given too few opportunities to use their literacy skills in subjects other than English, with too much work completed on worksheets or copied from the board. Many activities are teacher-led and this means that pupils get limited opportunities to use their initiative in lessons. Pupils make only limited use of the library for individual research. In science, there is little recorded evidence of the use and application of their very good scientific knowledge in practical activities in science. It is clear from teachers' planning that pupils do have opportunities to do this. However, the lack of recorded evidence, especially amongst older pupils is a concern, as it means that they are not getting sufficient opportunity to explain scientifically their observations or to make

choices about what method they will use to record their findings.

41. Low level tasks such as colouring in pictures are used too often, even with older pupils, and these are of little value in extending learning. Although some colouring sheets have been completed as homework, many are used in class as time-fillers and are purposeless. For example, when studying 'The Tudors' in Year 4, pupils spent too much time colouring in pictures of Henry VIII wives, rather than studying in detail other aspects of the period. Similarly, in Year 6, pupils recently spent time colouring in a picture of David and Goliath. This sort of activity is of very limited value, especially for higher attaining pupils, and does not effectively contribute to the improvement of pupils' skills and understanding.

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

In order to raise standards and improve the quality of education provided the headteacher, members of staff and governors should,

- (1) Raise the teachers' expectations in the reception Year and Years 1 and 2 and increase the challenge provided for pupils.
- (2) Ensure pupils are given more opportunities to use their literacy skills, work independently and to study topics in sufficient detail to extend their knowledge and understanding further.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	4	9	1	0	0
Percentage	5	25	20	45	5	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)	425
Number of full-time pupils known to be eligible for free school meals	39
<b>Special educational needs</b>	YR– Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	24
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	25
<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	35
Pupils who left the school other than at the usual time of leaving	25

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	35	23	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	21	22	22
	Total	49	50	50
Percentage of pupils at NC level 2 or above	School	84(86)	86(91)	86(95)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	32
	Girls	22	22	22
	Total	50	50	54
Percentage of pupils at NC level 2 or above	School	86(86)	86(94)	93(95)
	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	33	32	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	32	33
	Girls	28	29	32
	Total	57	61	65
Percentage of pupils at NC level 4 or above	School	88(89)	94(94)	100(100)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	33	33
	Girls	30	29	30
	Total	61	62	63
Percentage of pupils at NC level 4 or above	School	94(89)	95(97)	97(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	350	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	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	7	0	0
Asian or Asian British - Pakistani	3	0	0
Asian or Asian British – Bangladeshi	1	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	0	0	0
Black or Black British – any other Black background	4	0	0
Chinese	0	0	0
Any other ethnic group	57	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)	16.4
Number of pupils per qualified teacher	27
Average class size	30

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

Total number of education support staff	17
Total aggregate hours worked per week	346

#### **Qualified teachers and support staff: nursery**

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

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.*

### **Financial information**

Financial year	2001/2002
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	£
Total income	991,987
Total expenditure	983,692
Expenditure per pupil	2,288
Balance brought forward from previous year	60,613
Balance carried forward to next year	68,908

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	425
Number of questionnaires returned	205

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	1	2	0
My child is making good progress in school.	54	38	3	1	4
Behaviour in the school is good.	54	41	1	1	3
My child gets the right amount of work to do at home.	44	41	7	1	7
The teaching is good.	60	35	1	1	3
I am kept well informed about how my child is getting on.	46	42	8	1	3
I would feel comfortable about approaching the school with questions or a problem.	62	33	2	1	2
The school expects my child to work hard and achieve his or her best.	71	26	1	1	1
The school works closely with parents.	51	41	5	1	2
The school is well led and managed.	68	27	2	1	2
The school is helping my child become mature and responsible.	60	35	1	1	3
The school provides an interesting range of activities outside lessons.	69	25	2	1	3