

# INSPECTION REPORT

## ALNE PRIMARY SCHOOL

Aine, York

LEA area: North Yorkshire

Unique reference number: 121369

Headteacher: Mr I. J. Bretherton

Reporting inspector: L A Furness  
8245

Dates of inspection: 1<sup>st</sup> – 2<sup>nd</sup> October 2002

Inspection number: 248249

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## 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: Main Street  
Alne  
York

Postcode: YO61 1RT

Telephone number: 01347 838427

Fax number: 01347 838427

Appropriate authority: The Governing Body

Name of chair of governors: Mrs A. Leyburn

Date of previous inspection: 3<sup>rd</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
8245	L A Furness	Registered inspector
19431	J Holmes	Lay inspector
32111	H Taylor	Team inspector

The inspection contractor was:

Focus Education

113-115 High Street  
Uppermill  
Saddleworth  
OL3 6BD

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Alne Primary School is situated in a rural setting nine miles north of York. The majority of pupils come from the five villages within a three miles radius of the school. All of the pupils are white European and there are no pupils from ethnic minority backgrounds. One hundred and twelve pupils, grouped into five classes, attend the school. All classes apart from one, the Year 6 class, consist of pupils from two or three year groups. The percentage of pupils entitled to school meals free of charge is below the national average. The percentage of pupils having special educational needs is well below the national average, and the percentage of pupils having a statement of special educational need is also well below the national average. When children first start at the school in the Foundation Stage of Learning (children of reception age), their academic and personal skills are mainly above those expected for their age. However, with so few children in each cohort, children's attainment on entry can vary from year to year.

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

This is an effective school with many strengths. Standards in English, mathematics and science are well above the national average by the age of 11 and the pupils achieve well. The mainly good teaching combined with pupils' enthusiasm leads to a good quality of learning. The headteacher and staff form an effective team who share a vision and also a commitment both to maintaining high standards and to ensuring that pupils enjoy school. Considering the attainment of the children on entry to the school, the progress they make and the academic standards they attain, as in the previous inspection the school provides good value for money.

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

- Consistently good teaching in Years 3 to 6 leads to high standards in English, mathematics and science in the National Curriculum tests.
- Children receive a good start to their education in the Foundation Stage of Learning.
- Good relationships and pupils' good attitudes towards the school have a positive impact on pupils' learning.
- The school offers its pupils a good range and quality of learning experiences.
- A good programme of professional development opportunities actively supports staff development.

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

- The quality of teaching and learning, particularly in English and mathematics, of pupils in the Years 1 and 2 class.
- The standards attained in writing throughout the school.
- Aspects of provision for information and communication technology.
- The rigour of the school's systems for checking the effectiveness of teaching.
- Pupils' knowledge of what they should be learning, how they can achieve success and what they must do next to improve the standard of their work.

*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 November 1997, when it was recognised as a good school. Since then the one key issue identified in the previous report has been successfully addressed and a homework policy has been introduced in consultation with the staff and the parents. The school also identified any other comment from the report that could be interpreted as negative and have addressed the issues

involved carefully. In addition to this the school has successfully adopted the National Literacy and Numeracy Strategies and makes more use of national test results to focus attention on areas that could be improved. The school has made good improvement.

## 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
	1999	2000	2001	2001
English	A	A	A*	A*
mathematics	A	A*	A	B
science	A	A	A	B

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

An impressive set of results. Pupils' performance at the age of 11 in the National Curriculum tests in the year 2001 was well above the national average in English, mathematics and science. In English the school was in the top five per cent of schools nationally. Compared with similar schools, performance was very high in English with results in the top five per cent of similar schools. In mathematics and science results were above the average for similar schools. Over the past three years there has been an improving trend in results in English and science, with a slight dip in performance in mathematics in 2001. In 2002, results were well above the national average in all three subjects. The standards attained by pupils currently in Year 6 are above the national expectation in English, mathematics and science. Pupils' achievement is good. However as in previous years, writing standards are not as good as reading standards, and there is a marked difference between reading and writing attainment in the 2002 tests. Targets set for Year 6 pupils in 2002 were exceeded in mathematics but narrowly missed in English. The targets set for the current cohort of Year 6 pupils are appropriate and pupils are on course to meet these targets.

The majority of children start school in the reception class with well-developed linguistic and social skills. As a result of good progress, the majority of children have attained at least the early learning goals recommended for children of this age with a significant number attaining above what is expected by the end of their reception year. Throughout Years 1 and 2 pupils' progress is satisfactory and this is confirmed by the National Curriculum test results. In 2001 at the age of 7, the pupils' performance in the National Curriculum tests was above the national average in reading, above the national average in writing and matched the national average in mathematics. In relation to similar schools, pupils' performance matched the average in reading and writing but was below average in mathematics. On the basis of teacher assessment, pupils' performance in science was close to the national average and well below average in comparison with similar schools. Pupils currently in Year 2 are attaining standards that match that expected for their age in reading, writing and mathematics and their achievement is satisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes towards school and their learning.

Behaviour, in and out of classrooms	Good. The majority of pupils behave well, both in classrooms and outside in the playground.
Personal development and relationships	Good. Relationships are good and pupils get on well with each other and with the staff. Their personal development is satisfactory.
Attendance	Very good. Pupils arrive promptly, eager to start the school day.

## TEACHING AND LEARNING

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

The majority of the teaching observed was satisfactory or better with a very small amount of unsatisfactory teaching seen. Because of the consistently good teaching in the Foundation Stage of Learning, all of the children make good gains in their learning. Good classroom routines are quickly established and good learning habits are formed because of the well-structured work prepared for the children. The teaching of English and mathematics is good in Years 3 to 6 and is mainly satisfactory in Years 1 and 2. In the good lessons the teachers' good knowledge of their pupils means that they successfully adapt questions, targeting them toward individuals, to give all pupils the security and confidence to express their ideas and further develop their knowledge, skills and understanding. Good relationships with the pupils create a warm and productive learning atmosphere where pupils are not afraid to be wrong, and are successfully encouraged to help each other. In the mainly satisfactory lessons, time is not always used productively and the expectations of pupils' work rate are not high enough. Consequently pupils' achievement and progress are satisfactory and occasionally unsatisfactory. Written marking is satisfactory throughout the school but the pupils do not know clearly what it is they need to do to improve further. Such information would enable them to take an increasing responsibility for their own learning. Although key learning targets are given to pupils with special educational needs, this practice is not yet developed for all pupils. Consequently pupils are not clear about the standards they are aiming for. Pupils with special educational needs acquire step-by-step the knowledge and understanding they need to achieve well, because their teachers are good at assessing their learning and planning work that builds on what they know, understand and can do.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad, balanced and interesting curriculum is offered to all pupils. Although satisfactory, provision for information and communication technology needs to be improved.
Provision for pupils with special educational needs	Good. Effective support enables these pupils to participate successfully in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good whilst provision for personal development is satisfactory.
How well the school cares for	Good procedures are in place for child protection and for ensuring

its pupils	pupils' health and safety.
------------	----------------------------

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership and has successfully inspired a team of people to work well together on issues that focus on school improvement. Professional development opportunities are a strength of the school.
How well the governors fulfil their responsibilities	Good. Governors work hard on behalf of the school and give of their time and skills willingly. They have a thorough understanding of the school's strengths and areas for development.
The school's evaluation of its performance	Satisfactory. A secure start has been made in school self-evaluation, although the checking of teaching and learning is correctly identified as a priority for further development.
The strategic use of resources	Good. The school spends wisely and secures good value for its expenditure. The principles of best value are soundly applied.

### 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>• Their children like school.</li> <li>• Behaviour in the school is good.</li> <li>• The school is helping pupils to become more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work that pupils have to do at home.</li> <li>• The way that the school works with parents</li> <li>• The range of activities that the school provides outside of lessons.</li> </ul>

The inspection team agrees with all of the positive comments of the parents. With regard to the areas that the parents would like to see improved, the inspection team judges that the homework arrangements are good, a wide range of interesting activities are offered to pupils that effectively enhance the curriculum. Also the school works hard to involve parents, actively consulting them on any relevant issues.

## **PART B: COMMENTARY**

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

#### **Consistently good teaching in Years 3 to 6 leads to high standards in English mathematics and science in the National Curriculum tests.**

1. The performance of Year 6 pupils in the National Curriculum tests has been consistently good over the last three years in English, mathematics and science. Results have been well above the national average since 1998 and pupils have achieved well. This is because of the good teaching and learning that occurs in Years 3 to 6. Written planning is thorough and detailed and clearly addresses the National Curriculum programmes of study. The programmes of study are carefully broken down into interesting units of work where learning intentions are clearly identified. The teachers know their pupils well and carefully plan lessons that will cater for the range of ability within each class. Questions are carefully adapted to challenge the thinking of all. For example, in a numeracy lesson for Year 6 pupils, the teacher asked pupils to record their answers as both fractions and decimals. Appropriately, the higher attaining pupils are reminded to record the fraction in its lowest form, e.g. 3.4 is the same as three and four tenths or three and two fifths. In literacy also, questioning is carefully targeted to engage pupils of all abilities as seen again in Year 6 when pupils were evaluating whether a text was a biography or an autobiography. The teacher effectively challenged the higher attaining pupils to justify their answers and to draw comparisons with other texts that they have read. In a science lesson for Years 3 and 4 pupils, good questioning encouraged the pupils to amend their ideas when investigating which shoes provide the best grip. Their learning with regards to a fair test and the need to control specific variables was taken forward well in this lesson. Pupils also developed their understanding of the importance of accuracy of measurement, by using and improving their numeracy skills to a good effect.
2. Pupils are not afraid to answer questions even when they are not sure of the answer because of the good relationships that exist. They know that both the teacher and their friends will treat their efforts with respect. This is the same as in the previous inspection when it was judged that teachers used praise well to develop pupils' self-esteem and confidence. Pupils make good progress and achieve well in a safe learning environment. Teachers are particularly good at responding to pupils' answers to questions. For example, in Years 4 and 5 when trying to encourage pupils to continue a story in the style of the author, the teacher used the strategy of 'talk partners' to encourage the pupils to express their ideas to each other. This effectively gave them the confidence to then speak out aloud in front of all the class as a result of testing out their ideas in a small group first. The teacher appropriately reminds the pupils that none of their ideas are wrong; their ideas are their personal thoughts and all are valued. The teachers of Years 3 to 6 pupils also use incorrect answers in numeracy well to promote further learning. Teachers effectively ask pupils to reconsider their ideas by explaining how they had solved the problem. Often during this process pupils themselves realised where they had made a mistake and corrected their own original answer.

#### **Children receive a good start to their education in the Foundation Stage of Learning.**

3. The good quality provision identified in the previous inspection for children in the Foundation Stage (children of reception age in Class 1) has been maintained. When children start school well-documented assessments are made and work is carefully planned to meet their needs in all of the six areas of learning recommended for children of this age. The profiles of the children that are started at the playgroup prior to their starting at school are continued throughout the children's reception year. As a result of the initial assessment carried out during the first months at school, targets are set in communication, language and literacy, mathematics and personal, social and emotional development. These targets are shared with the parents so that they too can become involved in their child's progress. Children's progress is regularly reviewed and if necessary, activities are modified to address their individual needs. By the end of their reception year the majority of children are at least attaining the 'early learning goals' expected for their age in all six areas of learning.
4. Before children actually start at the school the school works hard with the parents to make their children's first days successful. Parents say they are made to feel welcome and are encouraged whenever possible to help in the classroom and be involved in any outside trips. Good liaison with the local playgroup makes the transition to school as smooth as possible. This smooth transition is very evident, because children who have been attending school for a very short time obviously feel happy, safe and secure.
5. All six areas of learning are addressed well and the quality of teaching and learning is good. Written planning is detailed and the children clearly know what is expected of them. The staff are well organised and provide a lively, stimulating environment where children are eager to learn. Very good emphasis is given to the children's personal, social and emotional development and it is evident that they are happy and confident learners who want to do their best. When working independently they show good concentration, and well-chosen activities ensure that children work together collaboratively and share ideas and resources willingly. The discussion about 'Goldilocks' in a literacy lesson engaged their interest effectively. They were eager to offer their opinion about the behaviour of 'Goldilocks' going into the house uninvited, eating the porridge and breaking the chair. All agreed that 'Goldilocks' was naughty and should not have done this!
6. Good resources for learning include a good outside play area that has been recently developed. The way in which the area has been developed enables the teacher to link together inside and outside learning across all the six areas of learning. All available resources including other adults are used effectively. Good teamwork is a strength of the Foundation Stage with the teachers, nursery nurses and other helpers working effectively together as a team to create a caring and secure environment. They form good relationships with the children and have high expectations of their behaviour to which the children respond well. All adults are obviously briefed well and through the use of good questioning techniques make a valuable contribution to the children's learning.

**Good relationships and pupils' good attitudes towards the school have a positive impact on pupils' learning.**

7. Pupils' positive attitudes to learning and good behaviour make a significant impact on their attainment and progress. The majority of pupils, including those with special educational needs, enjoy learning. Their enthusiasm is seen in several subjects. For example, in a Year 6 literacy lesson, pupils discussed enthusiastically whether a text was a biography or an autobiography. The pupils read the texts with interest and responded to the teacher's questions well. They were

willing to share their ideas and explained their ideas clearly. Throughout the lesson there was a calm purposeful atmosphere, with the teacher using praise most effectively to motivate and encourage pupils. In a design and technology lesson, pupils in Years 3 and 4 worked together well improving their designs for a photo frame through the effective evaluations of the teacher.

8. As soon as children start school, they are helped to understand what is expected of them. Although the children of reception age have only attended school for a short time, they know that when they are asked to do something they are expected to respond quickly. They rapidly learn routines and the part they have to play in keeping resources tidy. Children are attentive listeners and are eager to join in activities. This was seen in one lesson when the children excitedly discussed how to use the puppet theatre and began to act out the story of 'Goldilocks'.
9. The quality of relationships at all levels is good. In a Years 4 and 5 literacy lesson, for example, the pupils were very clear about what was expected of them as the teacher clearly shared the learning of the lesson with them. The support teacher was used well to enable pupils with special educational needs to participate in all the activities. Pupils' good response to the activity, allowed the teacher to effectively assess their understanding of the style of writing of a particular author. Pupils responded with thoughtful answers to questions and other pupils listened carefully to their friends' replies, particularly when working in pairs. Individual pupils know they are able to challenge each other's thinking without fear of hurting feelings or of undermining what other pupils have said.
10. Both in the questionnaire and at the parents' meeting, parents report that their children enjoy school and behaviour is good. These opinions are well founded. In lessons and in and around the school, pupils behave well and in the playground they mainly play well together. At lunchtime pupils sit sensibly and chat at an acceptable level and show good manners. They enjoy these times and are courteous to lunchtime supervisors. Pupils, when asked, say 'This is a happy school.'. They like the way their teachers explain things to them and feel that everyone has the opportunity to express ideas. Year 6 pupils are particularly excited about the prospect of having a school council where they will be able to be more involved in the running of the school.
11. When adults move around the school, pupils spontaneously open doors or stand to one side to allow adults to pass. The pupils' politeness and good manners are a credit to them, the school and their parents. The good behaviour of pupils makes a positive contribution to their learning because so very little time is lost to unnecessary distraction or disruption in lessons. When pupils come into class after playtime or lunchtime, they are ready to get on with their work and teachers do not have to sort out difficulties that have occurred during the break. Attitudes and behaviour were strengths identified in the previous inspection, and the school has effectively maintained this position.

**The school offers its pupils a good range and quality of learning experiences.**

12. The school is determined to ensure that pupils are provided with a broad and balanced curriculum whilst placing an appropriate emphasis on literacy and numeracy. The National Literacy and Numeracy Strategies have been implemented successfully and are having a positive impact on pupils' attainment and progress. Good programmes of work based on national guidance are in place for all National Curriculum subjects. These ensure that learning is continuous throughout the school and that the statutory requirements of the National Curriculum are fully met. The school does, however, adapt and modify the national guidance to match the needs of all pupils. Display throughout the school reflects the importance given to all National Curriculum subjects. These good displays provide a bright welcoming environment, and

effectively celebrate pupils' best efforts. Work is carefully mounted to show pupils that their work is valued. In order to make the curriculum more interesting, the school tries hard to link subjects together and to use visits and visitors to engage the pupil' interest more effectively.

13. A particular strength is the way in which multicultural issues are developed through the curriculum. For example, pupils have had the opportunity to visit a synagogue, a Hindu temple and a gurdwara, as part of their work in religious education. These visits have been used to emphasise the importance of respect and to promote understanding of other peoples' beliefs. Storytellers have visited the school and helped the pupils to develop their literacy skills in a real-life context as they listened to stories from a Jewish rabbi and a Hindu man and lady. Dancers from other faiths and cultures have also visited the school and the pupils have worked with them to develop their dance skills.
14. Residential visits are planned not only in order to improve and develop pupils' personal and social skills but also to give them the experience of meeting a wider range of people. This is made possible because the visit for Year 6 pupils is appropriately planned with four neighbouring schools as a part of transition to the local secondary school. The preparation for the visit and the follow-up activities after it help to prepare the pupils effectively for their move to secondary education. A variety of extra-curricular activities also effectively enhances the taught curriculum. These include sporting and music activities and a language club for pupils of Year 2 age and older. Many other useful strategies enhance the curriculum. For example, theatre visits on environmental themes; use of the school grounds as an interactive nature/environmental resource, and links with the emergency services in the shape of the 'Crucial Crew' all help to teach pupils about issues that relate to their health and safety.
15. Appropriate attention is given to pupils' personal development, including citizenship. Pupils are involved in different charity collections and Year 6 pupils distribute harvest gifts around the village. The school is aware of the need to develop pupils' responsibilities more fully and is in the process of developing a school council which will allow the pupils to become more involved in the decision-making process of the school. Resources for this have already been purchased and during whole-school assembly time the issue is being introduced.

**A good programme of professional development opportunities actively supports staff development.**

16. The school is committed to providing a high level of support to all staff in the development of their professional skills and knowledge. To this end the headteacher has worked very hard to introduce a system of performance management that will support the staff's professional development. The system is well established and all staff have had the opportunity to discuss with the headteacher the strengths of their teaching and the areas for their professional development. The staff are enthusiastic about performance management and think that the system is effectively supporting them in their work. However, it is recognised by the headteacher that the monitoring of teaching and of the impact this has on pupils' learning and progress is not as rigorous as it should be. Whilst strengths are clearly identified, areas for development are less strenuously recognised and discussed with the teachers.
17. The school development plan gives a high priority to staff training, both in terms of meeting the agenda for school improvement and for meeting individual needs. Finances are also appropriately committed to this priority. An example of a whole-school improvement issue was that of information and communication technology (ICT). Training in ICT was recognised as a need for all staff, and consequently training opportunities were identified and provided. An

example of an individual request was when a member of staff expressed an interest in special educational needs. Relevant training was identified and attendance at numerous courses has enabled the teacher to take up the post of special educational needs co-ordinator in the school. Already she has acted on good ideas for improving special educational needs provision, including that of setting these pupils individual targets for learning. Staff have all been encouraged to compile a folder of evidence of their professional development for purposes of their career development. These folders are already becoming useful documents in tracking the teacher's personal and professional development.

## **WHAT COULD BE IMPROVED**

### **The quality of teaching and learning, particularly in English and mathematics, of pupils in the Years 1 and 2 class.**

18. Although the quality of teaching in Class 2 is mainly satisfactory there are some areas of weakness that need to be addressed urgently if pupils' progress and achievement in this class are to improve. The teacher's expectation of the work that the pupils are able to do is sometimes inappropriate particularly for the higher attaining pupils. For example, in a numeracy lesson the mental activities did not suitably challenge the range of attainment within the class. Consequently many of the higher attaining pupils became fidgety and lost concentration and motivation. Although the pupils began their independent activities eagerly, many finished their work quickly and again higher attaining pupils wasted time whilst waiting for the final stage of the lesson to begin. Inappropriately the conclusion to the lesson was interrupted as pupils were given time to prepare for lunch before the concluding part of the lesson took place. By this time many pupils had lost interest in their work. In literacy also, although the teacher used questions effectively to challenge the pupils' thinking during the whole class session at the start of the lesson, the independent task was a low level copying activity which did not effectively challenge them. The size of groups during independent work is also inappropriate and as a result pupils often wait far too long for their turn during group activities.
19. Unchallenging activities result in the teacher being unable to maintain pupils' interest and her consequent behaviour management strategies are ineffective. Instead of recognising and identifying pupils who are behaving well and who are working hard, too much time is spent identifying inappropriate behaviour. This means time is wasted and when this happens the pace of the lesson is slow. Resources, especially other adults in the classroom, are not used as effectively as they should be, particularly during the introductions to lessons. They often sit apart from the class and are not used to support pupils, for example, those with special educational needs or those who have concentration difficulties. However, when working directly with small groups of pupils, the adults work well with the pupils and provide good support and guidance

### **The standards attained in writing throughout the school.**

20. Standards in writing by the end of Year 6 are not as high as those attained in reading and quite rightly the school has identified writing as an area requiring improvement. Although the difference between reading and writing attainment is recognised nationally as an issue, the gap between these two aspects is much greater in the school than the national difference and too few pupils attained the higher level (15%) in comparison with reading (50%) in 2002. The scrutiny of pupils' written work reveals that, throughout the school, the majority of pupils have a wide vocabulary which they use satisfactorily in their writing and that their use of grammar is mainly correct. However, their spelling, handwriting and presentation skills are not as good as

would be expected. By the end of Year 2, pupils do not use joined up handwriting confidently, and even in Year 6 letters are not consistently joined. Writing and presentation are often untidy. Pupils themselves do not enjoy writing as much as reading and say they would much rather read a book than to express their ideas in a written form.

21. The school is very aware of these weaknesses and has a good action plan to address these issues. In order to raise the profile of writing guest writers have been booked to visit the school to try to motivate the pupils to write. Good work resulting from these visits will then be prominently displayed in order to celebrate writing achievements. New resources have been appropriately purchased, not only to support the teaching of writing, including spelling, but also to motivate the pupils. The special educational needs co-ordinator working alongside the literacy co-ordinator is reviewing the individual educational plans relating to writing skills of the pupils with special educational needs, with a view to sharpening and refining their focus wherever possible. The intervention strategies, such as the early literacy support are continuing to be implemented for targeted pupils within the Years 1 and 2 class. In order to improve the quality of teaching of writing skills, the headteacher has created opportunities for the teachers to observe literacy teaching in other schools as part of the Local Education Authority's 'leading literacy teaching scheme'. Opportunities for the discussion of methods and resources used by the teachers are also helping to improve teachers' understanding of what is effective in raising pupils' attainment in writing.

#### **Aspects of provision for information and communication technology.**

22. In the previous inspection it was noted that the equipment in school, in terms of information and communication technology (ICT) hardware, was out dated and that many pupils had more advanced equipment at home. Since that time the school has improved its hardware and software provision considerably, although it is recognised that there are some gaps in software provision, particularly in resources for the control and monitoring strands of ICT. The new co-ordinator has already ordered relevant software to improve these aspects. The ICT co-ordinator is enthusiastic and knowledgeable and, working alongside the headteacher and the Local Education Authority adviser, has carried out a thorough review of existing provision within the school. As a result of this review, the co-ordinator is clearly aware of the existing strengths, which include increasing staff confidence and expertise as a result of the good training provided through the New Opportunities Fund. The fact that all the staff feel confident to incorporate ICT into their teaching is good and the nationally produced guidance for ICT is now being adopted by the school to ensure that learning is continuous throughout the school. Also planning is being appropriately adjusted to incorporate ICT into each subject.
23. A difficulty recognised by the co-ordinator is the lack of a facility to teach pupils the skills of ICT as a class because current hardware provision only allows this to be done in groups. However, she herself has used the local secondary school ICT suite to help Year 6 pupils to learn to use spreadsheets when she felt it was relevant to introduce this skill to the pupils as a class. Another identified weakness is Internet facilities. At the time of the inspection only the Year 6 pupils have access to the Internet because of technical difficulties outside of the school's control. However, this is to be rectified in the very near future.
24. Following the review, a good action plan has been put into place to improve ICT provision. This includes continuing to improve the staffs' ICT confidence and expertise. To improve resource provision the school is considering the viability of purchasing of a multimedia projector or of establishing a link to attach a computer to a wide-screen television to enable whole class or larger group teaching of ICT skills. Following the purchase of the software for control and

monitoring, the co-ordinator is aware that further training will have to be provided to familiarise staff with these new resources. The monitoring and evaluation role of the co-ordinator is underdeveloped also and, following any necessary training this is to be incorporated into the action plan. Systems for assessing and recording pupils' skills in ICT require improvement so that teachers provide activities that more effectively support pupils' ICT development.

### **The rigour of the school's systems for checking the effectiveness of teaching.**

25. As a result of attending a thought-provoking training course, the headteacher reviewed existing activities for monitoring and evaluating teaching and learning. A range of useful activities already in place includes working alongside teachers in the classroom, reviewing planning documentation and observing teachers teach. However, the headteacher and the senior management of the school mainly carried out these activities. The need was recognised to involve the governors and all the curriculum co-ordinators more effectively. Also, although the lesson observations carried out by the headteacher clearly identified the strengths of teaching the areas requiring improvement are less rigorously identified. Therefore teachers have too little support and guidance for how to improve the effectiveness of both their teaching and their pupils' learning. Because of this lack of information, teachers are not able to use performance management opportunities to improve their recognised areas for development.
26. Therefore a policy has been discussed and very recently agreed which clearly sets out the roles and responsibilities of all involved parties. This useful document also relevantly indicates the strategies that the headteacher and senior management team, the governors and the curriculum co-ordinators will use to implement this policy successfully. However it is recognised that training will be required for this. Therefore the headteacher is in the process of identifying any appropriate training in order to put the full monitoring and evaluation policy into practice.

### **Pupils' knowledge of what they should be learning, how they can achieve success and what they must do next to improve the standard of their work.**

27. Involving pupils more in the learning process is an area requiring improvement. In lessons, some teachers clearly inform the pupils of the learning intentions but this is not consistent practice. Few teachers tell the pupils how they will assess how well the intended learning has been achieved; consequently pupils' self-assessment skills are also under-developed. Although pupils with special educational needs are given key targets for learning and this information is used satisfactorily to help them improve their work, this is not common practice for all pupils. Consequently pupils do not have a clear understanding how good their work is and of the standards they should aim for. Key learning targets are not shared effectively with parents so that they also will become more aware of the standards their children are working towards and how they may help them.
28. Teachers mark work thoroughly and conscientiously but written comments in books offer brief praise, such as, '*good*' and '*well done*'. Pupils therefore are not clearly aware of why their work is judged to be good and what they need to do next to make it better. For example there are too few opportunities in English, of the marking guiding the pupils to improve that marked piece of work. Therefore teachers are missing opportunities to find out what pupils are capable

of doing. In mathematics, encouraging remarks are made but few comments prompt better mathematical thinking. Not enough questions are posed to take the pupils' learning forward. The school recognises the need to review the way that marking is used and knows that the existing marking policy does not support an effective marking practice. The perception that written marking is an assessment of how well the pupil has worked at an activity is too narrow. The school is now realising that marking both oral and written, is a valuable assessment tool to inform pupils of the good features of their work and of aspects of their work that they need to work on to raise standards.

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

In order to maintain high standards and to improve provision further, the governors, headteacher and staff should:

### **1. Improve the quality of teaching and learning in Class 2 by:**

- raising the teacher's expectations of what pupils are able to do;
- developing effective behaviour management strategies;
- using time and resources more appropriately;
- improving classroom organisation skills.

(paragraphs: 18 & 19)

### **2. Raise standards in writing throughout the school by:**

- improving pupils' spelling, handwriting and presentation skills;
- raising the status of writing throughout the school;
- improving literacy resources;
- continuing with early literacy support as an intervention programme to improve the attainment of targeted pupils in Years 1 and 2;
- improving the quality of writing targets in individual educational plans (IEP's) for pupils with special educational needs;
- improving teachers' expertise in the teaching of writing

(paragraphs: 20 & 21)

### **3. Improve information and communication technology provision by:**

- improving existing planning, assessment and record keeping systems;
- improving information and communication technology resources particularly in the areas of control and monitoring;
- continuing to develop staff expertise in this subject;
- developing the co-ordinators' monitoring and evaluation role.

(paragraphs 22, 23 & 24)

### **4. Improve monitoring and evaluation activities by:**

- implementing the policy for monitoring and evaluation and ensuring that all parties (governors, headteacher and co-ordinators) have the opportunity and the skills to be able to implement the agreed policy effectively and if necessary ensure training is provided;
- ensuring that lesson observations clearly identify the strengths of teaching and the areas for improvement;

- linking monitoring and evaluation activities into the performance management system within the school.

(paragraphs: 25 & 26)

#### 5. Involve pupils more in the learning process by:

- consistently informing pupils what they are to learn in the lesson and what the teacher will be looking for when assessing their understanding;
- developing pupils' self assessment skills by giving them learning targets which they have access to, understand and achieve;
- consistently using written marking as a tool for improving the quality of pupils' work by identifying what is good about the work and how it might be improved;
- ensuring that the pupils have the time and the support to address the issues identified by the written comments.

(paragraphs: 27 & 28)

The school is already taking action on Issues 2, 3 and 4.

### PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

12
----

Number of discussions with staff, governors, other adults and pupils

15
----

#### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	7	4	1	0	0
Percentage	0	0	58.3	33.3	8.4	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 eight 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)	N/A	112
Number of full-time pupils known to be eligible for free school meals	N/A	2

FTE means full-time equivalent.

##### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	16

##### English as an additional language

No of pupils
--------------

Number of pupils with English as an additional language	0
---	---

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
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	7

***Attendance***

**Authorised absence**

	<b>%</b>
School data	3.1
National comparative data	5.6

**Unauthorised absence**

	<b>%</b>
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	4	12

<b>National Curriculum Test/Task Results</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A
	Girls	N/A	N/A
	Total	N/A	N/A
Percentage of pupils at NC level 2 or above	School	75 (88)	83 (94)
	National	84 (83)	89 (88)

<b>Teachers' Assessments</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A
	Girls	N/A	N/A
	Total	N/A	N/A
Percentage of pupils at NC level 2 or above	School	75 (94)	75 (88)
	National	85 (84)	89 (88)

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

It is not applicable to include the boy/girl breakdown in the statistics, as there are so few pupils in each cohort.

### ***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
	2001	10	7	17

<b>National Curriculum Test/Task Results</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A
	Girls	N/A	N/A
	Total	N/A	N/A
Percentage of pupils at NC level 4 or above	School	94 (94)	82 (94)
	National	75 (75)	71 (72)

<b>Teachers' Assessments</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A
	Girls	N/A	N/A
	Total	N/A	N/A
Percentage of pupils at NC level 4 or above	School	94 (94)	83 (94)
	National	72 (70)	74 (72)

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

It is not applicable to include the boy/girl breakdown in the statistics, as there are so few pupils in each cohort.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	98
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	18.6
Average class size	22.4

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

Total number of education support staff	4
Total aggregate hours worked per week	47

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

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

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	N/A	N/A
Black – African heritage	N/A	N/A
Black – other	N/A	N/A
Indian	N/A	N/A
Pakistani	N/A	N/A
Bangladeshi	N/A	N/A
Chinese	N/A	N/A
White	1	0
Other minority ethnic groups	N/A	N/A

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	2001-2002
	£
Total income	285158
Total expenditure	262318
Expenditure per pupil	2151
Balance brought forward from previous year	23566
Balance carried forward to next year	46406

*FTE means full-time equivalent.*

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

**Questionnaire return rate: 57%**

Number of questionnaires sent out	112
Number of questionnaires returned	64

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	31	6	0	2
My child is making good progress in school.	47	39	5	0	9
Behaviour in the school is good.	55	39	3	0	3
My child gets the right amount of work to do at home.	34	41	14	2	9
The teaching is good.	56	31	5	0	8
I am kept well informed about how my child is getting on.	39	42	5	6	8
I would feel comfortable about approaching the school with questions or a problem.	73	11	0	11	5
The school expects my child to work hard and achieve his or her best.	59	28	2	3	8
The school works closely with parents.	44	36	13	2	5
The school is well led and managed.	55	28	9	0	8
The school is helping my child become mature and responsible.	56	34	3	0	7
The school provides an interesting range of activities outside lessons.	17	44	22	8	9