

# INSPECTION REPORT

## **TOWER HILL COMMUNITY PRIMARY SCHOOL**

Witney, Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123019

Headteacher: Mr P McNamara

Reporting inspector: Mr John Warren  
17893

Dates of inspection: 10 – 12 March 2003

Inspection number: 248412

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

© Crown copyright 2003

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 - 11

Gender of pupils: Mixed

School address: Moor Avenue  
Witney  
Oxon

Postcode: OX28 6NB

Telephone number: 01993 702599

Fax number: 01993 772899

Appropriate authority: Governing Body

Name of chair of governors: Ms Lynne Berry

Date of previous inspection: February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
17893	John Warren	Registered inspector
11072	Shirley Elomari	Lay inspector
11635	Brian Barkway	Team inspector

The inspection contractor was:

Staffordshire and Midlands Consortium

The Kingston Centre  
Fairway  
Stafford  
ST16 3TW

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 - 11</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>12 - 16</b>
<b>WHAT COULD BE IMPROVED</b>	<b>16 - 19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19 - 20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21 - 26</b>

## **INFORMATION ABOUT THE SCHOOL**

Tower Hill Community Primary school is located in the West Witney Ward, a diverse socio-economic area to the north west of the centre of Witney. Currently 172 boys and girls, between the ages of four and 11, are enrolled, so the school is about the same size as most primary schools. Some pupils live in private housing but the majority come from local authority housing. Twelve per cent of pupils are eligible for free school meals, a figure broadly in line with the national average. Most pupils are from a white United Kingdom background. Four pupils attend whose mother tongue is believed to be not English. However, their language skills are not at an early stage of acquisition. The school has no nursery but the majority of children have had some pre-school experiences before starting school.

The school has 19 pupils identified as having special educational needs and this is broadly in line with the national average. Their needs include emotional and behavioural, speech or communication and moderate learning difficulties. Three pupils have statements of special educational need and this also is in line with the national average.

A significant number of children enter school with below average attainment.

## **HOW GOOD THE SCHOOL IS**

The good quality of teaching makes Tower Hill School effective. Good teaching helps pupils make good progress so that they achieve satisfactory standards. Overall, leadership and management are satisfactory. The school provides satisfactory value for money. The attitudes of pupils to their learning and to each other are strengths of the school.

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

- Teaching is good overall and in some areas of the school, it is very good.
- Most pupils make good progress.
- The attitudes to learning, quality of relationships and personal development of pupils are very good.
- Pupils' behaviour is good.
- The governing body have a clear understanding of the school's strengths and weaknesses and share a commitment to fulfilling the school's aims.

### **What could be improved**

- The effectiveness of the headteacher in rigorously identifying and securing key improvements.
- The use of all performance data to establish systematic school self-evaluation by the senior managers.
- Targeting the use of financial resources to support current pupils' learning.
- Attendance and the school's procedures for monitoring and improving it.
- The marking of pupils' 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 February 1998. At that time issues were identified relating to design and technology and information and communication technology (ICT) in the junior section, and to the appraisal of teachers. All these issues have now been addressed successfully. The school has a performance management process agreed by the governors and all qualified teachers take part in this. A new scheme of work has been implemented in design and technology and pupils now have good opportunities to make progress in this subject. The school has invested in new ICT equipment and all pupils have regular access to the full ICT curriculum. The school has experienced significant staffing changes since the last inspection but teaching remains good overall. Although there was dip in the results achieved last year in national tests, standards in school now are in line with those expected for pupils of this age. At the time of the last inspection three pupils had been excluded temporarily and in the current academic year there are none. Behaviour is now good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	2000	2001	2002	2002	
English	D	C	E	E	well above average    A above average        B average                 C below average         D well below average    E
Mathematics	C	D	D	D	
Science	E	C	E	E	

The grades show that the school's performance in last year's tests was below the national average in mathematics and well below average in English and science. In comparison with schools in similar situations, the school's performance was below average in mathematics and well below average in English and science. At the end of Year 2, national test results for last year show that in reading, writing and mathematics the results were well below average. Test results at both Year 6 and Year 2 show that the numbers of pupils achieving the expected levels were broadly in line with those in other schools. However, few Tower Hill pupils achieved the higher levels and more attained the lower levels. This resulted in disappointing grades overall.

The trend of improvement in the school's results since the last inspection is broadly in line with the national trend.

The pupils' work seen during the inspection indicates that most pupils are working at a level that is appropriate for their age. The current standards of work are higher than those indicated by last year's test results, which were gained by a group of pupils who have now left the school.



A notable weakness in pupils' work is the unsatisfactory quality of presentation and handwriting in books.

The school's targets for test results in English and mathematics were not met last year but this year's targets are appropriately challenging, and the work seen during the inspection indicates they are likely to be achieved.

Given that many pupils enter the school with below average attainment but are now attaining average levels, most pupils are making good progress and achieve well. Children in the reception class are working at levels below what is expected for their age but are making good progress.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Most pupils have very good attitudes to school. They are enthusiastic about their work and involve themselves in all aspects of school life.
Behaviour, in and out of classrooms	Behaviour is good. Pupils behave well in lessons, around the school and in the playground.
Personal development and relationships	Very good. Pupils are courteous and friendly. They interact well with each other and with adults. They support each other well and take responsibility for their actions.
Attendance	Attendance is unsatisfactory.

Pupils work hard in lessons, and can work independently, using their own initiative. They talk with confidence about their work and can make reasonable judgements about the quality of what they do. Pupils are friendly, outgoing and confident. They interact with each other well and are supportive and co-operative. They speak confidently with adults and have good relationships with their teachers. Attendance is below the national average and this is unsatisfactory.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Good	Good

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

The quality of teaching of English and mathematics is at least satisfactory and more often good, throughout the school.

Teachers plan effectively to ensure that all subjects are taught and the needs of all pupils are met. Teachers' management of pupils is skilled and effective, ensuring that pupils behave well. In the Foundation Stage, the use of ongoing assessment is a particular strength. In all areas of the school, but particularly in the juniors, teachers' expectations of pupils are high. In some classes, teachers' questioning is used skilfully to involve all pupils and help develop learning.

Although teachers generally plan carefully for the needs of all pupils, sometimes the work lacks challenge, particularly for the more able pupils. This may be linked to the small proportion of high grades obtained in national tests. The presentation of pupils' work is too often untidy. Work is accepted and sometimes praised despite being poorly presented. Teachers' marking of pupils' work is unsatisfactory overall. Although some marking is good and most pupils' work is marked, too often marking does not indicate what the next stage of pupils' learning should be or what they should do to achieve it.

Pupils generally learn well, making good progress in all areas of the school and in all subjects. Their written work is interesting and uses increasingly adventurous vocabulary. They read well and with increasing confidence and pleasure. In mathematics, they develop understanding of all areas of the subject and learn to solve problems and to apply their mathematical skills. The grammatical structure of some of their writing and the general presentation of their work are disappointing features of their learning. Pupils with special educational needs make good progress due to the extra help and support they receive. Literacy and numeracy are well taught.

#### **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
The quality and range of the curriculum	The Foundation Stage curriculum is of good quality. It provides a wide range of experiences for the youngest children. In the rest of the school the curriculum is satisfactory.
Provision for pupils with special educational needs	Good. The school aims to identify pupils with special educational needs quickly and then provides carefully planned adult support through thoughtfully prepared tasks
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes satisfactory provision for pupils' spiritual moral, social and cultural development.
How well the school cares for its pupils	The school has generally satisfactory procedures to care for its pupils.

The school provides a broad curriculum for its pupils.

Pupils' moral development is enhanced by the school's emphasis on appropriate behaviour and planned emphasis on considering others, for example, with the 'Value of the Month' initiative.

Cultural development is supported by trips to places of cultural significance such as a nearby museum and also by arranged visits from role models such as authors. Well-planned residential visits give pupils opportunities to develop their personal and social skills as well as enhancing the formal school curriculum. The school council enables pupils to have a voice in the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall the leadership and management of the school is satisfactory, but the identification of strategies for improving attainment, and action to secure improvement is a significant weakness.
How well the governors fulfil their responsibilities	The school has a good governing body, which has a clear understanding of the school's strengths and weaknesses and shares a commitment to fulfil the school's aims.
The school's evaluation of its performance	The school's evaluation of its performance lacks rigour and precision.
The strategic use of resources	The school's use of resources is unsatisfactory. Not enough of the current budget is used to support the learning of the pupils presently in school.

The headteacher is a caring professional who has done much to create a positive ethos in the school. A dedicated staff supports him, and the school benefits from skilled subject leaders, notably in leading literacy, numeracy and provision for pupils with special educational needs. However, some aspects of the headteacher's leadership lack rigour, particularly identifying and acting upon school priorities. School development planning lacks precise criteria for evaluating the impact of planned actions according to the improvement they make to pupils' learning. Delegation of responsibility to senior staff is not sufficiently structured. For example, the newly appointed deputy headteacher has an inappropriate workload that restricts her effectiveness in supporting leadership initiatives. Strategies for improving attendance are unclear and inconsistent and consequently attendance remains below the national average.

## 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>• The progress their children make</li> <li>• The teaching</li> <li>• The leadership and management</li> <li>• The school's expectations of their children</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities</li> <li>• How closely the school works with parents</li> <li>• The pupils' behaviour in school</li> <li>• Homework</li> </ul>

The inspection team agree with parents' views on what pleases them, with the exception of their views on leadership and management. The inspection team have concerns about some aspects of the leadership and management of the school.

The team judge that behaviour in school is good and that sufficient activities are provided for pupils outside of lessons. Although the school works closely with parents for the most part, some issues have not been resolved effectively, notably with an instance of bullying. There is no evidence of bullying now but the pupil involved in this instance is not now at the school. Homework is set in most classes and is usually of an appropriate nature.

## **PART B: COMMENTARY**

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

#### **Teaching is good overall and in some areas of the school, it is very good.**

- 1 Teaching is good overall and is never less than satisfactory. More than 60 per cent of the teaching seen was good and 20 per cent was very good. In the Foundation Stage, teaching is always at least satisfactory and more often, good. All teaching in the infants is good or better and in the juniors most teaching is good or very good.
- 2 At the time of the last inspection, teaching was judged to be good. Although the teaching staff has very largely changed, teaching remains good.
- 3 All teachers plan and prepare their lessons carefully. They rightly put a significant emphasis on literacy and numeracy and use good knowledge of the subjects to plan appropriate activities.
- 4 Lessons in numeracy are planned carefully with clear, carefully considered, learning objectives. Planning identifies how pupils of differing abilities can access learning by showing different tasks or different levels of support from adults. Similar consideration of pupils' different levels of attainment was evident in history lessons where different tasks and support ensured that all pupils were able to develop understanding of Egyptian gods.
- 5 In literacy, teachers plan a wide range of activities, ensuring pupils experience different forms of writing and are taught important grammatical rules. A recent emphasis on spelling is appropriate and progress is already noticeable. Teachers use other subjects such as science to support writing development. Some teachers make good use of homework to consolidate pupils' learning and prepare them for the next lesson, for example, one class, when studying different forms of writing had to prepare points of an argument to write persuasively about the case for and against keeping animals in circuses.
- 6 Many teachers plan a good range of activities to support learning. In the reception class a full range of activities, develops all areas of the Foundation Stage curriculum. Opportunities are provided for children to develop their phonic skills through a range of strategies, including imaginative use of the outdoor play area. The teacher's good knowledge of mathematics is evident in the skilled teaching in the reception class, supported by a range of activities to reinforce particular mathematical concept during the children's chosen activities.
- 7 Pupils throughout the school benefit from the full and varied curriculum. ICT skills are taught discretely and the computers are also used to support subjects such as history, where pupils use the internet for research and use compact discs (CD-ROMS) to view information and pictures to support topics such as the Ancient Egyptians. Teachers plan design and technology activities such as puppet making, ensuring pupils have opportunities to discuss designs, make things and evaluate their models.

- 8 Significant features of the good teaching are the quality of explanations offered to pupils and the good questioning which elicits further understanding. Explanations of the distinctive features of persuasive writing, careful demonstration of alphabetical order and questions challenging pupils to explain their thinking in numeracy lessons, are just a few examples of these strengths.
- 9 All teachers have high expectations of their pupils, particularly in terms of their behaviour. Teachers work very hard to establish and maintain appropriate behaviour in classes. They use a good range of strategies including, praise, reminders and assertiveness to ensure pupils remain focussed on their work and co-operate well. Where expectations are not so high, for example in an undemanding numeracy task that was set for pupils of higher ability, the pupils were not challenged to achieve higher levels.
- 10 Teachers' expectations in terms of presentation of work are too low; consequently, pupils' attitudes to presentation are disappointing and work is poorly presented.

**Most pupils make good progress.**

- 11 When pupils enter the reception class, test results indicate that their attainments are below those expected for their age. This is particularly true of their speaking and listening skills.
- 12 Once in the reception class children make good progress due to the skilled teaching, the rich curriculum and consequent good opportunities for children to develop simple skills in literacy and numeracy.
- 13 They learn basic letter sounds and to sequence nursery rhymes. They experiment with very early forms of writing. They order and recognise simple numbers and look for patterns in shapes and colours. A range of activities gives children experience of a range of materials and promotes their knowledge of the world around them.
- 14 These activities are planned and taught so as to help develop children's listening and speaking and their skills of concentration and cooperation. Their progress is carefully recorded, in detail, to ensure that appropriate further learning can be identified.
- 15 Most pupils continue to make good progress as they move through the infants.
- 16 In literacy, pupils' experience different forms of writing and the grammatical structure of their writing becomes clearer, with consistent use of full stops and capital letters in increasingly interesting sentences. For example, as they explore unusual fruits, they are encouraged to consider the look, feel and smell of them, and to use different words, in order to describe them in a more interesting way.
- 17 By the time they are seven, most pupils have made good progress in reading and are able to read reasonably fluently from a range of texts. Some can express opinions and preferences about what they like to read. They use their understanding of alphabetical order to locate themes or texts in books using indexes.

- 18 Handwriting and general presentation of English work is, however, unsatisfactory. Writing is often poorly formed and little is joined in a neat legible style.
- 19 In numeracy, pupils learn to perform simple calculations and can recognise and order two- and sometimes three-digit numbers. Some are able to describe how a digit's place in a number changes its value. They make progress in understanding most aspects of mathematics, using standard measures, recognising and naming simple shapes and drawing and interpreting simple graphs.
- 20 Presentation of mathematics is often poor and limits achievement. It is often hard to see what is being shown in a piece of work. This is unhelpful to the pupils both in restricting their self-evaluation and in impeding later revision.
- 21 As they move through the juniors most pupils continue to make good progress, acquiring important basic skills in English and mathematics.
- 22 In literacy, their written work becomes more varied and the vocabulary they use more complex. Very soon, they begin to write in a well-structured way and their use of punctuation becomes consistent and accurate. Handwriting is joined and fluent with an attractive appearance. By the time they are in Year 6, some pupils' writing is imaginative, lively and thoughtful. Examples of this can be seen in some books in the writing describing a snowy day. They also recognise different styles of writing such as persuasive, and explain the features, which distinguish it from other forms of writing.
- 23 However, the presentation of some pupils' work deteriorates further and for some older pupils it is unsatisfactory; poorly spelt and untidily written, some of it is not joined.
- 24 Pupils make good progress in their reading. The recent visit of an author has had a positive effect on their attitudes and skills in reading. Many pupils talk of this visit with enthusiasm. By the time they reach Year 6, they have very positive attitudes to reading. They read with confidence and expression. They understand what they are reading and can draw inferences from the writing. Some can talk with confidence, explaining their preferences of reading books and favourite authors.
- 25 In mathematics, pupils develop accuracy and speed in computation because they are taught important concepts, such as division, clearly and so are increasingly able to explain how they came to reach their answers. They make progress in all aspects of the subject and by the time they reach Year 6 they can complete complex computations, read graphs correctly and show understanding of probability and simple geometry.
- 26 Pupils with special educational needs make good progress. Some pupils make such good progress that they are judged no longer to need specialised support and their work is then brought into line with that of other pupils. The school's strategy of early identification of pupils with difficulties results in timely support. All teachers plan carefully for the needs of

their pupils so those with special educational needs benefit from additional support and appropriate tasks.

**The attitudes to learning, quality of relationships and personal development of pupils are very good.**

- 27 Pupils work hard in lessons, and can work independently, using their own initiative. In most lessons, teachers have succeeded in gaining pupils' interest in what they are doing and they complete their tasks enthusiastically.
- 28 In the reception class, children concentrate well and try hard to work independently. They happily explain their work. For example, one group of children made simple patterns using pegboards. They were able to sustain their concentration and produced some interesting patterns, which they could explain.
- 29 Throughout the school, teachers' style of presentation and the range of activities they plan, ensures that pupils remain motivated and focussed on their tasks. In one history lesson, the combination of a video presentation, a good range of reference books and a range of interesting activities ensured that the pupils remained focussed for the entire lesson. In this lesson, pupils' attitudes were excellent. In another lesson, the use of a puppet roused the pupils' enthusiasm for their mental mathematics so that they were excited and happy about their work.
- 30 Pupils talk with confidence about their work and can make reasonable judgments about the quality of what they do. For example, older pupils could explain where they had completed insufficient work, why it was not adequate and what they could do to improve it
- 31 Pupils are friendly, outgoing and confident. They are polite and courteous to each other and to adults. They interact with each other well and are supportive and co-operative. They can discuss, in a mature way, relationships within school and aspects of school that concern them. The school council gives them a voice by which they can express their views and influence their school life. They speak confidently to adults and have good relationships with their teachers.

**Pupils' behaviour is good.**

- 32 The school has worked hard to develop its strategies to promote good behaviour. At the time of the last inspection, behaviour was a minor issue for the school. Last year three pupils were excluded for fixed terms. No pupil has been excluded in this academic year. Behaviour in and around the school is good.
- 33 Teachers' encourage good behaviour at every opportunity and pupils respond with respect to this consistency. Teachers' high expectations of behaviour are reflected in all areas of the school's work, with consistent use of praise and affirmation of appropriate behaviour. Older pupils talk with maturity about appropriate behaviour.



- 34 Behaviour outside of classrooms is good. Pupils play well together and co-operate in the use of the facilities in the playground. During lunchtime, they behave in a sensible way, queuing quietly and helping to clear things away. After playtimes, they come back into the school in an orderly way.
- 35 Behaviour in classrooms is generally good. Pupils listen well and pay attention to what they must do. They work independently without disturbing others or becoming distracted. On the few occasions when behaviour is inappropriate, teachers are quick to restore high standards

**The governing body have a clear understanding of the school's strengths and weaknesses and share a commitment to fulfilling the school's aims.**

- 36 The school benefits from a concerned and committed governing body. All statutory requirements are met and there are appropriate committees to support their work. Several new members serve on the governing body and all members have attended, and are attending, training to help develop their work. For example, recent training on target setting, provided by the local educational authority, left the governors better able to support the headteacher's leadership and to hold the school to account for the standards it achieves.
- 37 The governing body is trying to help shape the direction of the school and has an emerging awareness of the school's strengths and weaknesses. Governors work with the headteacher in constructing the school development plan and influence the priorities in it. They recognise that the school needs make better use of the available performance data and that there are areas of underachievement in important subjects that need addressing.
- 38 The governors recognise how their performance management process can help them guide the work of the school. They have worked very hard to ensure that members of staff have been recruited to suit the needs of the school. They use other strategies to gain information about the school and are currently reviewing the way they inform themselves about curriculum matters.
- 39 Members of the governing body regularly visit the school. The chair of governors has gained additional insight through a series of classroom observations. From this she is able to form views about the quality of teaching in school. The governor with responsibility for special educational needs is also a regular visitor to school and meets the teacher responsible. This has given her a clear view of the good progress these pupils make. She has also usefully influenced reviews of job descriptions.

**WHAT COULD BE IMPROVED**

**The effectiveness of the headteacher in rigorously identifying and securing key improvements.**

- 40 The headteacher's leadership of the school lacks rigour; particularly in identifying and acting on school priorities. The headteacher is a caring professional who has done much to create

a positive ethos in the school. However, his informal style does not promote detailed school self-evaluation and consequently educational direction is not clear.

- 41 Although performance data indicates that too few pupils achieve higher levels, the headteacher has not identified reasons for this or given the staff clear leadership and guidance on addressing this issue.
- 42 According to performance in tests, mathematics in the infants may be an issue for the school, but it does not appear to be a priority for school development. The analysis of performance in mathematics was not carried out in time for the outcomes to inform the new school development plan.
- 43 Teaching is observed regularly, pupils' work is scrutinised, as are teachers' plans, but there is no evidence of the information obtained from these processes and what future needs were identified as a result.
- 44 School development planning lacks precision, for example, in identifying how the effect of planned actions can gauge the difference they make to pupils' learning. Processes are unclear and the effects of actions are not evaluated adequately. One of the main indicated priorities for this year is shown as drama, but it is not made clear how improving provision for pupils will impact on their speaking and listening skills and how that impact will be assessed. The school believes that this initiative will improve pupils' writing but no measurable targets for improvement in writing have been set. Too often, the school development plan emphasises actions and changes in the practices of teachers, rather than learning outcomes for pupils.
- 45 Some policies for subjects are out of date, fail to take account of the significant changes to the National Curriculum for the year 2000 and, therefore, do not give clear guidance to teachers, for example, on time allocations for subjects. The headteacher had no explanation for how time allocated to subjects had been decided.

### **The use of all performance data to establish systematic school self-evaluation by the senior managers**

- 46 Delegation of responsibility to senior staff is not adequately structured and limits the effect they can have on the strategic direction and improvement of the school. For example, the newly appointed deputy headteacher has an inappropriately heavy workload that inhibits how effectively she can support leadership initiatives. She has responsibility for several subjects and aspects of school life, as well as teaching a Year 6 class, so there are insufficient opportunities allowed for her to fulfil leadership roles.
- 47 The subject leaders for literacy and numeracy are committed and skilled but their plans for the subjects lack a clear focus on educational outcomes for pupils. Procedures for tracking pupils are being developed but as yet do not give enough information about the needs of all pupils. Insufficient analysis has been done to identify the reasons why some pupils fail to

make progress, for example, to see if there is a link between poor attendance and under-achievement.

- 48 The senior management team meetings are not always minuted. This results in lack of clarity about actions and targets that have emerged from the meetings and insufficient focus on the school's outcomes and future needs.

### **Targeting the use of financial resources to support current pupils' learning.**

- 49 The school has accumulated large financial reserves over recent years. The headteacher and governors have decided to save this money for use to maintain staffing at the present level in the event that the school role should fall in future. This is an inappropriate objective. The school's budget is allocated for the benefit of current pupils. Consequently they may be disadvantaged in order to provide more favourably for future pupils. Furthermore, the roll is not certain to fall. Even if it were to fall, the local education authority would continue to provide the budget it judged appropriate. Although some money has been spent on groups intended to raise achievement, the school does not take a sufficiently balanced view when allocating funds to support pupils' learning.

### **Strategies for improving attendance are unclear and inconsistent and consequently attendance remains below the national average.**

- 50 Attendance is consistently below the national average and the level of unauthorised absence is above it. The target for this year is 94 per cent, which, although an improvement, remains below the national average.
- 51 The school monitors attendance but its procedures lack rigour. For example, the school does not guarantee to contact parents on the first day of any unexplained absence. The attendance policy describes the use of certificates to reward good attendance each half term but in practice this does not happen so that opportunities to reinforce good attendance are missed.
- 52 Since September, the school has followed up unexplained absences more thoroughly and this appears to be resulting in a reduction in unauthorised absence. However, the school has not analysed the figures in order to test this. No enquiry into the possible links between poor attendance, lateness, bad behaviour and academic underachievement has been conducted.
- 53 Teachers display attendance information in the classroom so that pupils are aware of how well their class compares to others. Parents are regularly reminded of the need to send their children to school both regularly and on time but this appears not to have raised the level of attendance. Teachers mark registers appropriately.

### **The marking of pupils' work.**

- 54 Most teachers mark pupils' work regularly but too often this marking takes the form of ticks and occasionally praise. This praise is usually in the form of a brief 'well done' or 'good work'. This tells the pupil little about how to improve the quality of their. Occasionally comments are used to tell pupils about an improvement in their work and these are useful.
- 55 Some pupils' work does not show signs of marking and this is unsatisfactory. In better instances lack of marking is explained by an annotated comment such as 'discussed this with teacher' which implies that the teacher spent time discussing the quality of the work and perhaps what was needed to improve it.
- 56 There are too few examples of marking being used to help pupils realise what they need to do to improve their work or what their next stage of learning should be. Presentation of pupils' work is often untidy and badly formed, but teachers rarely comment upon this, so pupils are not aware that this aspect of their work does not meet appropriate standards.

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

- 57 In order to continue the development of the school and to raise standards the governors and headteacher should:

### **(1) Improve the leadership and management of the school by:**

- (i) Applying the principles of best value to all aspects of the school's work; [49]
- (ii) Improving the school's development planning, by involving more members of the school community, using all available evidence to identify needs for development, prioritising them according to their intended effects on pupils and setting precise targets for improvement; [42, 44, 46, 47]
- (iii) Providing up-to-date subject policies showing aims, time allocations and guidance for every subject; [45]
- (iv) Using the results of monitoring to ensure targets for improvement are set, revisited and re-evaluated. [42, 43, 44, 47, 48]

### **(2) Develop the role of the senior managers of the school by:**

- (i) Devising a management structure that ensures all senior managers have a clearly defined and equitable set of roles and responsibilities; [46, 47]
- (ii) Ensuring that all senior managers are given support, training and clear targets to help them fulfil their roles appropriately; [46, 47, 48]

- (iii) Implementing a clear, structured process, for gathering and evaluating school performance data, which involves all staff and has a clear focus on using that data to guide school developments; [41, 42, 47, 51, 52]
  - (iv) Having regular meetings with all managers which have clear agendas, are based on school priorities and have evaluative outcomes; [48]
  - (v) Ensuring that all subject or aspect development plans have a clear focus on outcomes, which can be measured using both external and internal performance data. [47]
- (3) Improve how effectively financial resources are used to support current pupils' learning by:**
- (i) Using school performance data, including prior attainment data to target support and resources where they are likely to benefit pupils most; [41, 42, 43, 49]
  - (ii) Deploying staff to support identified and predicted areas of need, for example attendance, identifying clear outcomes of this support so that value for money can be assessed; [40, 41, 46, 47, 49]
  - (iii) Targeting the majority of school resources at pupils currently in the school. [49]
- (4) Improve attendance and reduce levels of unauthorised absence by:**
- (i) Urgently reviewing existing policy and practice regarding improving and maintaining attendance; [40, 45]
  - (ii) Monitoring the implementation of policy rigorously, to ensure that it is consistently and effectively carried out; [51]
  - (iii) Clearly defining roles and responsibilities associated with monitoring and following up attendance issues; [46, 47]
  - (iv) Monitoring attendance and punctuality with greater rigour in order to obtain significant data to feed into school procedures; [41, 42, 47, 51, 52]
  - (v) Analysing all data and factors associated with unauthorised absence and poor attendance in order to establish patterns and possible causal links. [52]
- (5) Improve the quality of marking by:**

- (i) Establishing a coherent and helpful policy which clarifies the purposes and practices of marking and monitor its implementation. [54, 55, 56]

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
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	4	12	3	0	0	0
Percentage	0	21	63	16	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	172
Number of full-time pupils known to be eligible for free school meals	-	34

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	17

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

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

## Attendance

### Authorised absence

	%
School data	5.6
National comparative data	5.4

### Unauthorised absence

	%
School data	0.9
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	10	20	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	18	18	19
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	83 (91)	80 (86)	87 (82)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	18	19	18
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	83 (82)	87 (82)	87 (91)
	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	21	13	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	17
	Girls	9	8	12
	Total	22	23	29
Percentage of pupils at NC level 4 or above	School	65 (82)	68 (76)	85 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	16
	Girls	8	8	10
	Total	23	25	26
Percentage of pupils at NC level 4 or above	School	68 (n/a)	74 (n/a)	76 (n/a)
	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	156	3	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	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	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	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### *Teachers and classes*

### *Financial information*

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

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	21
Average class size	26

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

Total number of education support staff	6
Total aggregate hours worked per week	114

*FTE means full-time equivalent.*

Financial year	2001
----------------	------

	£
Total income	439,289
Total expenditure	412,853
Expenditure per pupil	2,244
Balance brought forward from previous year	56,874
Balance carried forward to next year	83,310

***Recruitment of teachers***

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	172
Number of questionnaires returned	68

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	4	1	0
My child is making good progress in school.	54	43	3	0	0
Behaviour in the school is good.	26	59	10	3	1
My child gets the right amount of work to do at home.	33	46	10	4	6
The teaching is good.	62	35	1	1	0
I am kept well informed about how my child is getting on.	34	54	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	63	29	3	4	0
The school expects my child to work hard and achieve his or her best.	44	51	3	1	0
The school works closely with parents.	24	56	12	6	3
The school is well led and managed.	29	60	4	4	1
The school is helping my child become mature and responsible.	37	53	9	1	0
The school provides an interesting range of activities outside lessons.	28	44	12	13	3