

# INSPECTION REPORT

## **BROOKE PRIMARY SCHOOL**

Thorne, Doncaster

LEA area: Doncaster

Unique reference number: 130289

Headteacher: Mrs Deborah Oliver

Reporting inspector: Barbara Crane  
21227

Dates of inspection: 14<sup>th</sup> – 15<sup>th</sup> January 2003

Inspection number: 248794

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Wike Gate Road Thorne Doncaster South Yorkshire
Postcode:	DN8 5PQ
Telephone number:	01405 812200
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Appropriate authority:	Governing body
Name of chair of governors:	Mr John Anderson
Date of previous inspection:	9 <sup>th</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average primary school with 286 pupils on roll aged from four to eleven and a further 35 children who attend part time in the Nursery. The number of pupils at the school increased in 2001, when 129 pupils joined the school due to the closure of a local primary school. At the same time the Nursery opened and extra teachers and support staff were appointed as the school expanded. Half of the teachers have joined the school in the last two years. Most pupils come from homes on a large estate of local authority owned property. The local authority designates the area served by the school as one of social priority. Nearly all of the pupils come from white, British families, although a small number are of dual heritage or from other ethnic groups. All of the pupils have English as their first language. Twenty-two per cent of the pupils are entitled to free school meals, which is average. Twenty per cent of pupils have special educational needs, which is average and nine pupils have a statement of special educational need, which is above average for a school of this size. When children start at the school, their attainment is much lower than expected for their age. A similar picture of well below average attainment was reflected in those pupils who joined in all year groups in 2001. The school received Achievement Awards in 2000 and 2001 because of improvements in the results of the oldest pupils in national tests. It was awarded the Basic Skills Agency Quality Mark in 2002.

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

This is a very good school that caters well for pupils of all abilities. The pupils achieve very well, against the odds, to reach average standards in their work by the time they leave. The teaching is very good and pupils enjoy learning; they appreciate what the school does for them. The leadership and management of the school are very good and maintain an equally effective focus on raising standards and supporting pupils' personal development. The school provides very good value for money.

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

- Pupils of all abilities in the infants and juniors achieve very well because of the very good teaching.
- Children in the Nursery and Reception classes have a very good start because of excellent facilities and very good teaching.
- The pupils enjoy school and their attitudes, behaviour and relationships are very good because the school plans very effectively to support their personal development.
- The leadership and management of the school are very effective because of the close focus on raising standards through checking pupils' performance and finding how teaching and learning can be improved.
- The parents value the school's work and have confidence in what it provides for their children; the school is very much part of its community.

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

- Pupils' handwriting should be better.
- Teachers' marking does not consistently give pupils good guidance on how to improve their work.

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

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

There has been very good improvement since the school was last inspected in 1998. Standards have improved and the teaching is better than it was. All of the issues from the last inspection have been resolved. The school now has schemes of work to support teachers' planning in all subjects, and standards in ICT (information and communication technology) are now as expected for pupils' ages. The school now checks how well pupils are doing more effectively and supports the needs of more able pupils so that they reach higher levels in their work.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	C	B
Mathematics	B	B	B	A
Science	A	A	B	A

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

The results of the tests for the eleven year olds in 2002 were above the national average in mathematics and science and well above the results in similar schools. In English, pupils' results were average compared to all schools and better than those in similar schools. The school's trend in standards has been above the national trend and it meets the challenging targets that it sets for pupils.

On the basis of the work seen now, while children in the Nursery and Reception years make very good progress, few will reach the expectations for their age by the time they start in Year 1 in literacy and numeracy. Standards are average in English, mathematics and science by the age of eleven. As a quarter of the current Year 6 pupils have special educational needs, this represents very good achievement. The school is on track to reach the challenging targets set for this year group. There is a similar picture of average standards for seven year olds. Pupils of all abilities in the infants and juniors do very well because they get work that meets their needs. Pupils with special educational needs are very well supported and so make rapid progress towards the targets set for them. The school is very good at identifying pupils who are more able, and planning work that enables them to reach the higher level. The large number of pupils taken into the school last year are also achieving very well. The pupils read competently and often with good expression by the time they leave the school. They understand what they read and gather information from books to support their learning in other subjects. Pupils write for different purposes, changing the style and choosing words appropriately. Their handwriting, however, is not as good as it should be and few join their writing. The oldest pupils have a secure grasp of numbers and use their mathematical knowledge competently to solve problems.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school and make the most of what it offers them.
Behaviour, in and out of classrooms	Very good. Pupils behave sensibly both at work and at play.
Personal development and relationships	Very good. Pupils are keen to help and to take on responsibilities. Pupils of all ages get on extremely well.
Attendance	Satisfactory. Pupils are punctual and ready to start work.

The pupils develop confidence in their work and relationships because the school gives them what they need to succeed and stresses the importance of working together. The pupils are quick to see what needs doing and are friendly and cheerful. They organise their own games on the playground and develop a very good sense of fair play. Pupils gain a great deal from the activities outside lessons, such as taking part in the choir and orchestra and the residential visit. The school had an unusually high level of unauthorised absence last year, mainly due to differences in expectation amongst new families joining the school. The school has worked very effectively to resolve this and unauthorised absence has fallen to a more average level this year.



## TEACHING AND LEARNING

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

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

The teaching is very good and so pupils learn quickly. The teachers in the Nursery and Reception classes have a very good understanding of what young children need to feel secure. They plan interesting activities that make very good use of the excellent facilities and resources. As a result, children use their imagination when they decide what to do by themselves. The basic skills are very well taught so that children get off to a rapid start.

Teaching in English and mathematics is very good in the infants and juniors. Teachers know how to vary the work to meet the needs of different ability groups and lessons are fast and interesting, with plenty of activities for the pupils to join in. The teachers promote pupils' language very effectively in all year groups because they introduce a good vocabulary and give pupils very good opportunities to use the words they have learned. The pupils are happy to speak out in class because the teachers and their classmates are interested in what they have to say. Teachers have high expectations of pupils' behaviour and so classrooms are calm and conducive to learning. Pupils with special educational needs are very well supported, both in classrooms and in small groups. These pupils also learn at a rapid rate because they get the help they need to meet the targets set for them.

While there are examples of teachers' marking giving good help to pupils, so that they know how to make their work better next time, this is not always the case. The school does not have a policy for teaching handwriting that guides teachers' planning to make sure that skills are developed year on year.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The teachers' planning ensures that pupils use the skills that they learn in one subject well in other subjects.
Provision for pupils with special educational needs	Very good. Pupils' needs are carefully assessed and well met. As a result these pupils make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The school provides strong and effective guidance on what is right and wrong and pupils have plenty of chances to talk about their feelings and opinions. Warm and supportive relationships are very well promoted. The pupils have good opportunities to learn about their own and different cultures.
How well the school cares for its pupils	Very well. The pupils are given good advice and support because the staff know them well and understand what they need.

There is a very good range of activities outside normal lessons that enhance pupils' learning, including choir, orchestra, art club and sports activities. Pupils enjoy taking part in these and gain a great deal. In lessons, pupils are encouraged to work together and lend a hand when needed. In addition, pupils are encouraged to think about how they can contribute to the wider community, as when older junior pupils helped design a local play area. The school provides many opportunities for pupils to take responsibility, either in classrooms or in helping with the daily running of the school. For example, Year 6 pupils help to put out playground equipment and organise equipment for assemblies.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides high quality leadership for the school and the staff share her vision for its future. The pupils' personal development and the drive to raise standards are equally well promoted through effective teamwork.
How well the governors fulfil their responsibilities	Very well. Governors know what is happening and give very good support for the school. They ask the right questions and are kept well informed.
The school's evaluation of its performance	Very good. The school checks how well it is doing and takes an objective view of what needs to improve based on the precise analysis of data and looking at teaching and learning in classrooms.
The strategic use of resources	Very good. The school uses its funding very well to support, for example, pupils who need an extra boost to their learning.

The school knows what it needs to work on next because it has a climate in which it is the norm to reflect on what it is doing that is successful and identify what should be improved. The staff work very well together and willingly accept and act upon advice. The school's very clear sense of purpose results from the headteacher's dynamic and sensitive leadership; all of the staff are fully involved in bringing about improvement because they are committed to doing their best for the pupils. The school's expansion last year was very well managed and new pupils, parents, teachers and support staff have been very well integrated into the school's community.

## 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 and are expected to do their best.</li> <li>• Behaviour in the school is good and children become more mature and responsible.</li> <li>• The teaching is good and the staff work closely with them and are easily accessible.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that the school does not provide a good range of activities outside lessons.</li> </ul>

The inspection findings support all of the parents' positive views, but not their concern. The school provides a very good range of activities outside normal lessons.

## **PART B: COMMENTARY**

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

**Pupils of all abilities in the infants and juniors achieve very well because of the very good teaching.**

1. Pupils do very well, from a well below average starting point, to reach average standards because of well-planned lessons that take into account what pupils already know and can do. Teachers have high expectations and take the needs of different groups of pupils into account when they plan lessons, and so pupils of all abilities, including those with special educational needs, make very good progress. The teachers know which pupils are capable of going beyond the expectations for their age and plan challenging work for them.
2. The teachers know how to help pupils of all abilities take an active part in lessons so that they learn at a rapid rate. At the start of a very good Year 2 literacy lesson on writing speech bubbles connected to the story of 'The Three Billy Goats Gruff', for example, the teacher involved all pupils in a lively question and answer session that enabled them to expand on their ideas. Lower attaining pupils and those with special educational needs took a full part because of the sensitive support from the classroom assistant. This support built pupils' confidence and so they were eager to take part; they knew their contributions were valued. The teacher pitched challenging questions at more able pupils and prompted them to extend their use of vocabulary so that they substituted words such as 'delicious' and 'scrumptious' for 'nice'. Pupils were encouraged to share ideas with a friend, so that all pupils had the opportunity to rehearse what they were going to write and the teacher reminded them to "think about the whole sentence" and the spelling patterns of words. Lower attaining pupils worked with masks, acting out parts of the story, before recording their work. This very good support for all meant that pupils were confident when they wrote the speech bubbles; they used interesting words and their spelling and punctuation were accurate.
3. Lessons have a very good pace and level of challenge that maintain pupils' interest and teachers ensure that pupils have plenty of opportunities to explain what they are doing or how they have arrived at answers. This was clearly demonstrated in a Year 6 mathematics lesson, when the brisk mental calculation involving counting on and back in 8s in the introductory session increased in pace as time limits shortened. Pupils then worked avidly with whiteboards, making very good use of their knowledge of times tables to find factors of numbers up to a hundred. The introductory session led seamlessly into the main focus of the lesson on factors and partitioning. The teacher's questions, such as "Why have you written it that way...how have you worked that out?" were very well used to assess pupils' understanding and clarify their thinking.
4. Young pupils' language is often very limited in range and the teachers plan very well to extend pupils' vocabulary through identifying new words that they will meet in lessons and ensuring that pupils understand what they mean and use them when speaking and writing. In a Year 2 science lesson on forces, for example, the teacher introduced the words 'tug', 'heave', 'hammer', 'squeeze' and 'flatten' and challenged pupils to categorise these as pushes or pulls. The pupils worked with dough to try out these actions, and so they better understood which force each action represented. In history, the teacher identified vocabulary such as 'refugee', 'conquest', 'emigration' and 'settlement' that the pupils would need to know and use in their work on invaders and settlers. This ensured that they understood the terms and so they used them competently in their work. As a result of teachers' support for pupils' language, and the very good example they set in using more complex structures when speaking to the class, pupils gain in confidence and use more precise words and longer sentences. In a Year 3 literacy lesson, for example, pupils were asked to explain why they felt certain characters acted as they did and a more able pupil explained: "I felt that he must be a nervous little pig because he keeps repeating what he says." Another pupil wrote: "Prince Charming is very kind and generous to others, you could probably count on him to be at your birthday party."

5. Teachers know how to help lower attaining pupils and those who have special educational needs succeed in lessons. In Year 1, for example, lower attaining pupils used an ICT program to help them put sentences into the correct sequence. Pupils with special educational needs are very well supported, both in classrooms and in small groups. A group of Year 4 pupils, for example, made rapid progress in reaching the targets set for them in learning the sounds of combinations of letters through well-planned activities that allowed them time to practise listening to sounds, recognising the letter pattern and recording these. Timely intervention and warm encouragement meant that all pupils succeeded in extending their accuracy.

**Children in the Nursery and Reception classes have a very good start because of excellent facilities and very good teaching.**

6. The facilities for the Nursery and Reception classes are excellent and are very well used to promote children's progress in all areas of learning. The spacious accommodation means that children have plenty of opportunities to engage in quieter activities with adults or browse through books, without being disturbed by livelier activities as children build with blocks or act out parts in stories. The resources are easily accessible to children so that they can find what they want to use and have a very good choice of high quality equipment. Both the Nursery and Reception areas are full of things for children to look at, feel, hear and explore. Children's work is beautifully displayed and labelled, and includes photographs of them working at activities. Teachers use the space and resources imaginatively and plan activities so that there is a very good balance of work that is led by the teachers and that children choose for themselves.
7. The children's personal development is very well promoted through well-established routines and high expectations of politeness and sensible behaviour. Children know that they need to take turns and share equipment. They quickly learn that their play is more enjoyable when they work together and this is a very strong feature of lessons. Their language in play is very well supported by careful preparation in introductory sessions and the way in which resources are organised to stimulate their imagination. As a result, children use what they have learned and have plenty of ideas when they play together and this sustains their activities. A group of children in the Nursery, for example, were acting out a scene in a pizza restaurant and while one took orders on the telephone, others prepared and served the food. One child asked another: "Do you want to fry this one in the pan?" There was no reply, initially, but the first child persevered with his question and then his friend announced that he had run out of a particular ingredient and so could not produce the food. Children working with the teacher were looking at a range of exotic fruit and were invited to feel, smell and taste the items. The teacher's sensitive support enabled even the most reticent children to take part and they all expressed surprise when the bright green flesh of a kiwi fruit was exposed after the teacher cut it. Through the teacher's well-focused questions, one child was helped to explain that she was surprised because: "It was a dull brown on its skin."
8. The teachers build very well on the children's personal experience, either from home or what they have done previously at school. In one Reception class, for example, in preparation for writing about the activity, the teacher showed children photographs of when they made porridge and talked to them about the sequence of events and how the porridge looked and tasted, as well as what they ate for breakfast at home. She insisted that the children listened to each other and they rehearsed the vocabulary that they had learned so that they knew what they were going to write. When the children wrote down their ideas, they were encouraged to use what they knew about sounds of letters to pick the right start to words. In another session, the teacher worked on adding one or two more to a given number and encouraged children to talk about what they were doing, using the correct mathematical vocabulary as they recorded their sums. One more able child announced excitedly: "I've drawn one teddy, now I need to draw two more, that's three!"

**The pupils enjoy school and their attitudes, behaviour and relationships are very good because the school plans very effectively to support their personal development.**

9. The pupils' personal development is very effectively promoted through the school's planning to create an atmosphere in which pupils feel cared for and encouraged to express their ideas and opinions. There is a strong framework to support pupils' understanding of what is right and wrong that is consistently promoted by all of the staff. The pupils see the sense in having rules and are very willing to take on responsibility. Year 6 pupils act as monitors at play times, putting out play equipment for the Nursery and Reception children and on the infant and junior play areas. Pupils decide where to put equipment so that it is most useful at different times of the year, depending on the weather. They have a good range of other duties in helping with the daily running of the school, such as organising resources for assembly. Everyone gets a turn to help in some way and this creates an environment in which pupils are used to thinking about what needs to be done and lending a hand. All of these factors lead to a happy atmosphere in which pupils grow in confidence and self-esteem. Year 6 pupils are clear about what they value about their life at school. One group said that: "The best thing about school is that the teachers care about you." A pupil who has experienced some difficulty in conforming to the school's expectations of behaviour explained that: "The teachers don't want me to get into any more trouble and they talk to me if they know I'm getting upset."
10. Pupils enjoy school because they know that the staff appreciate their efforts and contributions in lessons and there are plenty of exciting activities for them to join in outside normal lessons. In a Year 5 religious education lesson on Islam, for example, a pupil offered to find the answers to any questions classmates might have from her mother, who worked with someone who was a Muslim. The teacher readily grasped the opportunity and by the end of the lesson had several enquiries from pupils. The school uses musical activities very successfully to help pupils' understanding of how working together achieves a better result than working in isolation. About 80 junior pupils take part in the school choir and their delight in performing together was evident as they practised during lunchtime in preparation for a performance. Members of the choir recalled their pleasure at performing with other schools at the Sheffield Arena last year. About 50 pupils learn instruments such as the violin, cello, flute and clarinet, as well as percussion instruments, and pupils perform together as an orchestra at both public performances and in school assemblies. The junior pupils have taken part in a 'Let's Make an Opera' project in order to extend both their literacy and musical skills.
11. Older pupils are encouraged to help the younger ones. As part of their work in ICT, for example, Year 6 pupils are working on creating an animated alphabet for Reception children's use that combines sounds and moving pictures. The quality of the school's work in promoting pupils' personal development is very well demonstrated by the pupils' play. What characterises this is the extent to which boys and girls of all ages play happily together and organise their own games. This is because pupils' relationships are very good and they have a wide range of equipment to support their activities. During one lunchtime, for example, a group of over 20 pupils organised a game of basketball, keeping to the rules and amicably sorting out any disputes, showing a very good sense of fair play. Other groups of pupils played skipping games, with some chanting rhymes whilst others took turns to swing the rope. When pupils succeeded in completing the sequence of actions required by the rhymes, their playmates cheered their success. Others who were not as skilful were not deterred and their efforts were met with encouragement. The mid-day supervisors join in and support pupils' play very successfully, with good humour and skilful intervention to improve the quality of pupils' skills and their relationships.

**The leadership and management of the school are very effective because of the close focus on raising standards through checking pupils' performance and finding how teaching and learning can be improved.**

12. The high quality leadership by the headteacher ensures that there is an equal focus on promoting pupils' personal development and raising standards through the precise evaluation of the school's performance. The staff and the governors share the headteacher's vision for the school. Everyone works together effectively because they are clear about their responsibilities and have good opportunities to find out what is successful and why, and also which aspects of the school's work need improving. The school knows what it needs to do

next and has the right priorities, based on its careful analysis of data and what happens in classrooms. Staff who are new to the school or new to teaching are very well supported so that they quickly become part of the team.

13. The senior staff have observed lessons to identify what works well in teaching and learning and areas that are weaker. Teachers are given good, precise feedback following observations that helps them to improve. An example of the effectiveness of this work is seen in the improvement in the way that teachers enhance pupils' skills in speaking. This was identified as a weakness in teaching and, through careful planning to resolve the problem, is now a strong feature of lessons and so pupils' speaking is improving. The teachers have visited other schools to see best practice and have then shared strategies with the staff for grouping pupils more effectively and including strategies for teachers and pupils to use and extend language more effectively during lessons. Through its very effective monitoring of pupils' performance in tests and checking teaching and learning, the school has also identified that pupils' skills in investigating and problem solving are weaker aspects of their attainment. Targets have been set for all year groups to improve attainment in these areas and adaptations have been made to teaching styles to better promote pupils' skills.
14. The school's planning for improvement draws together precise targets that are met through diligent teamwork. A major focus over recent years has been to better meet the needs of more able pupils and the school has met with success. The school checks how well it is doing towards its targets through a cycle of effective review. When the school expanded in 2001, as pupils joined from a neighbouring school, the targets set for pupils to achieve at the end of both key stages were reviewed because of the lower attainment amongst the new entrants. The governors give very good support because they are well informed and actively involved in what is going on in the school. Governors look carefully at the school's results and how well the school is doing against similar schools. They ask the right questions to challenge the school about its performance as well as celebrating its success. The governors know that they are getting good value for money from their spending to support the school's priorities because they check improvements that result from the provision made. For example, governors are sure that the training for mid-day supervisors and the resources purchased for pupils' play have resulted in more harmonious relationships and better quality play at lunchtime.

**The parents value the school's work and have confidence in what it provides for their children; the school is very much part of its community.**

15. The parents express a high level of satisfaction with the school. They appreciate what it offers their children and are made to feel welcome in school. Good relationships with parents are established right from the start in the Nursery. The parents get very good information about how they can help their children settle into school life. The staff are readily accessible and so parents feel comfortable to discuss any concerns they may have. Parents know what homework their children will have to do and many contribute comments in reading diaries when they hear children read at home.
16. The school has extended a warm welcome to the parents of pupils who joined the school in 2001 and its work to keep them informed has paid dividends so that they feel part of the school community. There is an active Parents and Friends Association that organises fund-raising activities to supplement the school's resources. Parents' attendance at social and fund-raising functions is enthusiastic. There is a parents' support group that helps produce resources for pupils to use in lessons and about 20 parents also help in classrooms.
17. The school is very much involved in its local community and makes the most of what it offers as well as supporting local initiatives. Older junior pupils have been involved in designing a local play area, as part of their work in design and technology. The pupils visit local businesses, such as a boat yard and supermarket, in connection with topic work. The school choir sings at local venues. There are frequent visits from representatives of local services such as the police and fire service to help pupils understand about personal safety. Parents

and friends of the school with particular expertise in art, sport and music visit to enhance pupils' learning in lessons. The school is seeking to further extend the ways in which it can promote lifelong learning in its community by offering the use of its library and computer suite to adults, when the current project to extend facilities is completed.

## **WHAT COULD BE IMPROVED**

### **Pupils' handwriting should be better.**

18. The pupils' handwriting is not as good as it should be. The school recognises this and it is highlighted as a priority in the school's development plan.
19. There is no effective common format for assessment and recording pupils' progress in handwriting that enables teachers to build on what has gone before. For example, when the Reception children start in Year 1, many do not form all letters correctly but the records that pass to the Year 1 teacher do not enable her to quickly identify where the gaps in learning are. This lack of useful record keeping continues in each successive year group and so teachers are not sure where to start to resolve problems. Some of the Year 2 pupils still have difficulty in forming letters correctly and it becomes increasingly difficult for pupils to learn the correct letter formation as habits are by now well established.
20. There is not enough guidance for teachers, through a whole school policy, on how pupils' handwriting should develop in each year group. As a result, decisions about when to teach skills like joining letters are left to individual teachers' discretion. Very few pupils join their writing by Year 6 because of the lack of planning to develop this skill. In addition, because some pupils in the juniors still do not form letters correctly, they cannot easily write in a flowing style of joined letters. The large number of pupils joining all year groups in 2001, using a different handwriting style to that used by the school, has further complicated the picture. These problems have been highlighted through the school's sampling of pupils' work and the school is presently working on developing a policy for handwriting.

### **Teachers' marking does not consistently give pupils good guidance on how to improve their work.**

21. There are some very good examples of teachers' marking giving clear guidance to pupils on how to improve their work, but this is not always the case.
22. In Year 6, for example, teachers often set very specific targets for pupils to work on in spelling, punctuation or structure that pupils take into account when they do the next work. There are times, however, when teachers praise pupils' efforts in marking work, without giving any indication of what could be improved, even though there are obvious areas for improvement. As a result, pupils continue to make the same mistakes. In the infants, for example, some pupils who do not remember to leave spaces between words are reminded through teachers' marking in September, but are still not doing so in November, without any further guidance. In the juniors, whereas comments such as "You have tried hard", give some recognition of effort, they do not indicate what needs to be worked on in spelling or grammar. There are also times in mathematics, in the junior classes, when pupils make mistakes in a series of calculations but are not helped to understand the basic mistake in the process in each sum that led to the wrong answers.
23. The school has identified the inconsistencies in teachers' marking through sampling pupils' work, and improvement is a priority in this year's school development plan. The school has devised a good policy to guide teachers' marking but this has yet to be implemented.

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

**Improve standards in handwriting by:**

- establishing a whole school policy that sets out the skills to be taught and when this will happen;
- ensuring that the recording of pupils' attainment provides teachers with a secure starting point by indicating any gaps in pupils' skills.

(Paragraphs 18 – 20)

**Improve the quality of teachers' marking by implementing the school's policy and monitoring its effectiveness in practice.**

(Paragraph 21 – 23)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

21

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

14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	10	3	0	0	0
Percentage	0	38	48	14	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 almost five 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)	17	286
Number of full-time pupils known to be eligible for free school meals	0	63

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	58

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	129
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.3

#### Unauthorised absence

	%
School data	1.4

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	24	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	21	21	19
	Total	37	37	36
Percentage of pupils at NC level 2 or above	School	84 (96)	84 (96)	82 (96)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	18
	Girls	21	20	20
	Total	36	38	38
Percentage of pupils at NC level 2 or above	School	82 (91)	86 (91)	86 (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	27	23	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	25
	Girls	16	17	19
	Total	37	40	44
Percentage of pupils at NC level 4 or above	School	74 (77)	80 (77)	88 (94)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	24
	Girls	16	17	19
	Total	37	40	43
Percentage of pupils at NC level 4 or above	School	74 (81)	80 (77)	88 (84)
	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**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	277	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	4	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	2	0	0

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

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.1
Number of pupils per qualified teacher	20
Average class size	24

### Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	122.5

### Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	8

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

*FTE means full-time equivalent.*

## Financial information

Financial year	2001/2002
	£
Total income	674278
Total expenditure	666248
Expenditure per pupil	1869
Balance brought forward from previous year	53677
Balance carried forward to next year	61697

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	321
Number of questionnaires returned	113

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	65	29	4	0	1
Behaviour in the school is good.	53	43	4	0	0
My child gets the right amount of work to do at home.	46	45	4	0	5
The teaching is good.	65	31	1	0	3
I am kept well informed about how my child is getting on.	56	39	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	51	44	4	0	1
The school is well led and managed.	65	32	0	0	3
The school is helping my child become mature and responsible.	62	35	1	0	3
The school provides an interesting range of activities outside lessons.	28	35	12	4	21