

# INSPECTION REPORT

## **BEDE BURN PRIMARY SCHOOL**

Jarrow

LEA area: South Tyneside

Unique reference number: 108693

Headteacher: Mrs T. Bevan

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 4 – 5 March 2003

Inspection number: 251316

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |  |
|------------------------------|--|
| Type of school:              | Infant and junior                        |
| School category:             | Community                                |
| Age range of pupils:         | 4 – 11 years                             |
| Gender of pupils:            | Mixed                                    |
| School address:              | Dene Terrace<br>Jarrow<br>South Tyneside |
| Postcode:                    | NE32 5NJ                                 |
| Telephone number:            | 0191 4897376                             |
| Fax number:                  | 0191 4286748                             |
| Appropriate authority:       | The governing body                       |
| Name of chair of governors:  | Mrs J. Morland                           |
| Date of previous inspection: | 26 January 1998                          |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                    |                      |
|--------------|--------------------|----------------------|
| 11328        | Mrs M. R. Shepherd | Registered inspector |
| 9652         | Mr C. Herbert      | Lay inspector        |
| 25802        | Mrs A. Patterson   | Team inspector       |

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

### **INFORMATION ABOUT THE SCHOOL**

Bede Burn Primary School serves a very mixed area of housing. It ranges from private houses to a small area with some severe social deprivation. Each year group is organised in a different class. A full-time additional teacher works in Year 2 in the mornings and across the school in the afternoons. A part-time teacher works with the Year 6 age group. Another teacher works a fifth of a week supporting pupils with special educational needs. There are 205 pupils on roll, with 17 more boys than girls. Nearly 13 per cent of pupils are eligible for free school meals, which is average. Children begin school full-time in the year that they are five. Attainment on entry is average overall, although there is a wide range of ability. Twenty per cent of pupils are on the special educational needs register, which is average. One per cent of pupils have full Statements of Special Educational Need, which is below average. There are no pupils from ethnic minorities. The cost of educating each pupil is above average.

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

This is a good school. Children enter the school with average attainment. They make good progress in reception because the teaching is good. Standards of Year 6 pupils are above average in English, mathematics, science and music. Pupils of different ages work and play well together. They have positive attitudes to their work and behave well. Leadership and management are good. The school makes good use of the facilities of the Education in Cities Action Zone. The school provides satisfactory value for money.

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

- Standards of Year 6 pupils are above average in English, mathematics, science and music. Progress made by reception children is good.
- Attitudes, behaviour, relationships and personal development are good.
- Teaching is good.
- Leadership and management are good.
- Spiritual, moral, social and cultural development is good; there are very good links with the community.
- Partnership with parents is very good.
- The school provides a caring context for learning.

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

- Pupils' progress slows in independent reading in Years 1 and 2 and in mathematics in Year 2.
- A small proportion of more able pupils do not reach their potential.
- Assessment is not linked closely enough to the National Curriculum levels.

*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 good improvement since the previous inspection in January 1998. Standards of Year 6 pupils have risen in mathematics and music; standards in writing of Year 2 pupils have improved. Attendance rates are higher. There are now some excellent features in teaching and no unsatisfactory lessons. There have been considerable improvements in the range of information and communication technology equipment, both in the new computer suite and the classrooms. The way in which the school plans the development of pupils' spiritual awareness and understanding has improved. The headteacher now carries out more surveys to consult parents.

## STANDARDS

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

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

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

The trend in standards over the past four years has been in line with the national trend. The school sets itself realistic targets. The inspection confirms the standards in English. It judges standards in mathematics and science to be above average. There is a higher proportion of pupils in Year 6 this year with special educational needs in mathematics than is usual for the school. Pupils have not yet carried out the intensive revision programme in science that has accelerated progress in this subject in previous years. Standards of Year 6 pupils are above expectations in music.

Standards of Year 2 pupils in the national tests have been very variable over the past four years. Last year's standards in reading and mathematics were average and in writing were below average. The school has worked hard to raise standards in writing and the inspection judges that Year 2 pupils' attainment is now above average. The inspection confirms the standards of the national tests in reading and mathematics. Standards in science are above the expected level.

Reception children make very good progress in personal, social and emotional development and good progress overall.

The majority of pupils make good progress through the school, apart from a small proportion of more able pupils who do not reach their full potential.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | These are good. Pupils respond positively to teachers' praise. They enjoy practical activities.   |
| Behaviour, in and out of classrooms    | Behaviour is good overall both in lessons and around the school. Pupils are polite to adults.   |
| Personal development and relationships | Personal development is good. Pupils develop a good understanding of their role in the community through a very good range of visits out of school. Relationships are good. Older pupils work and play very well with younger pupils. |
| Attendance                             | This is well above average. Punctuality is good.  |

Older pupils develop a good understanding of citizenship through their work on the school council.

## 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.*

There are very good features in teaching in Years 4, 5 and 6. There are excellent features in the teaching of mathematics in Year 4. There were no unsatisfactory lessons. The teaching of mathematics and writing is good throughout the school. The teaching of independent reading is good except in Years 1 and 2 where it is satisfactory. The partnership between teachers and support staff is good. Teachers use their computerised white boards effectively. Teachers make good links between different subjects. They provide good opportunities for developing the skills of literacy and numeracy. Teachers manage pupils' behaviour well. The school meets the needs of its pupils well apart from a few more able pupils who do not reach their potential because teaching does not challenge them consistently.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | This is good. Pupils receive a well-balanced programme of work throughout the school. The school makes very good use of the community to enrich the curriculum. There is a good range of extra-curricular activities.  |
| Provision for pupils with special educational needs   | This is good. Pupils have clear individual education plans. Pupils with full Statements of Special Educational Need receive good support in lessons.   |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | Provision for spiritual, moral, social and cultural development is good. Assemblies contribute well to spiritual development. Teachers choose activities that offer opportunities for spiritual development. Teachers provide regular opportunities to discuss moral issues in lessons. There is a good range of activities to extend pupils' social skills. There is a very good range of visits and visitors for extending pupils' understanding of their own culture. |
| How well the school cares for its pupils  | Procedures for child protection and health and safety are very good. The school cares for its pupils well.   |
| Partnership with parents.   | This is very good. There is a very active Friends Association which raises funds very successfully. Parents make valuable contributions to individuals in lessons.   |

There are some good opportunities for pupils to extend their learning by working with different age groups, both in lessons and in extra-curricular activities. Assessment is not linked closely enough to the National Curriculum levels.



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The management and leadership of the headteacher are good. The deputy headteacher is a very effective music co-ordinator. All co-ordinators have a good understanding of their subject, but are not yet involved in monitoring teaching. |
| How well the governors fulfil their responsibilities             | The chair and some key governors have a good understanding of the strengths and weaknesses of the school. There have been several governor vacancies, but they are now nearly all filled.  |
| The school's evaluation of its performance                       | The school identifies key areas for development well and then takes appropriate action for improvement. There are good systems for school development planning.  |
| The strategic use of resources                                   | This is satisfactory overall. The school uses the benefits of the Education in Cities Action Zone well.  |

The reception class does not have access to a safe outdoor play area. The open plan accommodation of the Years 1 and 2 classrooms sometimes has a negative effect on pupils' learning when the two classes are carrying out different types of activities. The school secretary is efficient. The school makes satisfactory use of the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-three parents attended the parents' meeting and 48 per cent of parents returned the questionnaire.

| What pleases parents most  | What parents would like to see improved                                     |
|--|---|
| <ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• Behaviour is good.</li> <li>• Parents are comfortable about approaching the school with problems.</li> <li>• Their children become mature and responsible.</li> <li>• There are high expectations.</li> <li>• Their children like school.</li> </ul> | <ul style="list-style-type: none"> <li>• The amount of homework.</li> </ul> |

Inspectors agree with the positive comments. They disagree with the views of homework and judge that there is an appropriate amount. However, they judge that the information in the home school reading diaries is inconsistent in Years 1 and 2.

## **PART B: COMMENTARY**

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

**Standards of Year 6 pupils are above average in English, mathematics, science and music. Progress made by reception children is good.**

#### **English**

1. Standards in writing are above average in Year 2 and Year 6. This is a considerable improvement for the Year 2 pupils from the national tests in 2002 and reflects the school's efforts to raise standards. Pupils receive regular opportunities to develop technical skills such as handwriting, grammar and spelling. One of the additional teachers works effectively with groups of pupils to give them increased support. Teachers use parents effectively to help pupils express their own ideas in their writing. For example, in a writing lesson in Year 1 there were four adults to support the pupils in writing their journals and this ensured that every pupil produced several well-written sentences. Pupils develop a lively style of writing because they are basing their writing on their own experiences. For example, a pupil wrote about her visit to a wildfowl park. *'If you go to a wildlife hide, maybe you might see a sqrrl showing off.'* Teachers provide a balanced range of writing activities to extend pupils' writing skills. They use traditional stories well to extend pupils' writing in a literary style. For example, a pupil wrote, *Once upon a time there lived a rich old chinaman who lived in a very grand house'.*
2. Teachers continue to extend pupils' technical and imaginative skills in writing through the junior school in a well balanced programme of work. By Year 6 pupils write in a variety of styles for different audiences. For example, they wrote letters of complaint when writing to a fair ground owner, using phrases such as, *'On behalf of my client...'* and sentences such as, *'You should equip yourselves with more staff to operate the rides'.* Pupils learn varying techniques for communicating different aspects of their stories. For example, a pupil set the scene for a story by writing, *'They sat in the shade of the oak trees, sipping cool, fizzy lemonade'.* Pupils have regular opportunities to write poetry and produce interesting ideas. For example, a pupil wrote about a snowwoman, *'She lies asleep till her enemy the sun melts her away'.* The school runs a good quality writing club where pupils from different age groups work together to produce interesting pieces of writing. These are then displayed attractively for the whole school to appreciate.
3. Standards of reading of Year 6 pupils are above average. Pupils develop their technical skills of reading fluently and analysing texts in literacy sessions. The interactive whiteboards support this well because they display the texts clearly and this allows pupils to identify key features of the writing. More able pupils identify features of persuasive language confidently and use correct technical terms to communicate their analysis. For example, when analysing a text related to the advantages and disadvantages of the mobile phone, pupils found key persuasive phrases, which were the language of debate and identified connectives, which played a key part in the style of the writing.

#### **Mathematics**

4. Standards of pupils in Year 1 are above average. The teacher has good subject knowledge and consolidates the good foundations laid in reception. Progress slows in Year 2. Standards of Year 6 pupils are above average because teachers in the junior school use the numeracy strategy thoroughly to develop pupils' skills and understanding. In Year 4 teaching is excellent and proceeds at a fast pace. The beginning of lessons are used particularly well in this class to extend pupils' mental mathematics skills. The marking of pupils' work in Year 5 is very good and identifies pupils' progress well. In Year 6 the additional teacher plays a valuable role in working with the more able pupils to

extend their learning. By Year 6 pupils have a balanced understanding of the different aspects of mathematics because teachers cover the full curriculum systematically.

## Science

5. Progress is good through the school and by Year 2 and Year 6 standards are above average. Teachers provide a well-balanced programme of work with an emphasis on practical investigations. Pupils use a range of different recording strategies, which develop literacy and numeracy effectively. In Year 2 all pupils develop skills of recording their findings in their own words. When investigating how fast objects moved down a ramp a pupil wrote, *'The ice won because it is smooth'*. Another pupil recorded what she had seen in a demonstration, *'Some of the water trnd into a gas cald steem'*. Pupils develop good observational skills because teachers provide regular opportunities for this. For example, in Year 3 all pupils looked carefully at sticks of celery and observed key features. A pupil commented, *'It has green watery stuff coming out of the insides'*. Another pupil noticed the difference between the inside and the outside of the celery stick's stem. By Year 6 pupils develop good technical skills of carrying out accurate investigations. For example, they recorded the exact lines of reflection of a beam of light reflecting from a mirror. Year 6 pupils draw detailed diagrams to illustrate their scientific understanding. For example, a pupil drew the filtration layers of gravel, sand and cotton wool that she had used for filtering dirty water into clean water.

## Music

6. Pupils develop particularly good standards in singing because they have many opportunities to extend their skills. The music co-ordinator is very enthusiastic and provides very good teaching in lessons. He also runs the school choir and gives clear technical instructions to pupils. The headteacher uses hymn practices effectively to extend pupils' singing. There are school productions and many visits to sing in the community. All of these opportunities combine to produce a high level of confidence and a sweet tone to pupils' singing.

## Progress in reception

7. Children make good progress in all the Areas of Learning<sup>1</sup> and very good progress in personal, social and emotional development. The teaching team works well together to provide a balanced programme of independent and adult led tasks. In whole class sessions the nursery nurse supports the teacher well by encouraging individual children. The teaching team works hard to develop children's skills of independence. Children co-operate well and chose tasks confidently. For example, in one lesson children chose from activities such as experimenting in the sand, using the computers, working with the construction equipment or using the role-play area, with no guidance from the adults. Children develop good skills of mathematical development because the teaching team works with them in small groups. For example, a group identified heavier and lighter objects through using balances. Children develop confident writing and reading skills because they receive regular opportunities to practise.

## Attitudes, behaviour, relationships and personal development are good.

8. A key feature of pupils' relationships is the way that they work and play together across different age groups. This is particularly good with the oldest and youngest pupils. This is due to the buddy system that teachers organise at the beginning of the year. Each Year 6 pupil supports a reception child when they begin school. They form close relationships and this is continued in the weekly paired reading system when the younger children read

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<sup>1</sup> The Areas of Learning are the recommended government curriculum for children in reception classes.

to their older pupil partner. They then choose a library book and the roles are reversed. This extends both personal development and reading skills at the same time. Pupils have good relationships across age groups in the playground, where different year groups mix well. Pupils' behaviour is good overall. In most lessons pupils behave sensibly and expect to concentrate on their work. In the best lessons, pupils listen very carefully to teachers and carry out tasks independently. For example, in Year 5, pupils worked in twos and threes around the hall discussing key features of bullying. However, there are a very few instances when pupils do not settle well to their tasks. Behaviour around school is consistently good. Pupils respond politely to adults.

### **Teaching is good.**

9. Teaching through the school has the following good features:-

- partnership between teachers and support staff is good;
- teachers use their computerised white boards effectively;
- teachers make good links between different subjects;
- teachers provide good opportunities for developing the skills of literacy and numeracy;
- teachers manage pupils' behaviour well.

10. There are some very good and excellent features in teaching. The features of this teaching is as follows:-

- good subject knowledge;
- a fast pace to lessons;
- very good use of resources;
- learning planned for the lesson is explained clearly;
- tasks are communicated very effectively;
- praise is used very effectively.

### **Leadership and management are good.**

11. The leadership and management of the headteacher are good. She identifies key areas for improvement and then introduces a range of strategies to develop teachers' expertise. For example, she identified the lower standards in writing, organised teachers' visits to different schools to observe successful strategies, shared these observations with the staff and then monitored the innovations. She uses external expertise well to raise standards and improve the school's resources. For example, she welcomed the information and communication technology co-ordinator from the Education in Cities Action Zone into school. She organised time for teachers to develop their skills in using the new hardware and software. The headteacher works well to extend the partnership with parents, who appreciate the opportunities to contribute to school developments. Co-ordinators have a good understanding of how they expect their subjects to develop. The governors who have been in post for several years have a good understanding of the strengths and weaknesses of the school. The chair of governors visits the school regularly and works in classes to support teachers. The link governor has a good understanding of the organisation and opportunities provided by the local education authority. The vice chair has a good understanding of educational issues because he works in the feeder secondary school.

**Spiritual, moral, social and cultural development is good; there are very good links with the community.**

12. The school provides a good range of different opportunities for spiritual development. These include reflection during assemblies, spiritual dimensions to singing in the choir and structured situations in lessons. For example, in a Year 6 science lesson the teacher revealed a hidden mirror, turned off the lights and then used the beam from a torch to reflect off the mirror. The pupils were fascinated. The headteacher and staff reinforce key moral learning regularly in assemblies and in personal, social and emotional lessons as well as in religious education and literacy lessons. For example, at the end of an assembly a pupil volunteered the moral of the story to his teacher on his way out - *'Think before you act.'* There is a good range of social opportunities for pupils. They develop good skills of citizenship through the work of the school council and pupils are proud to represent their class. The roles of head of house are also seen as responsible positions. Teachers organise group work effectively to allow pupils to develop collaborative skills. For example, in reception the children worked well together to transfer the sand from one end of the tray to the other in a smooth pattern. There is a good range of extra-curricular clubs that offers pupils opportunities to work with other age groups in informal contexts. There is a very good range of visits out of school to extend pupils' understanding of their own culture. The school also makes good use of visitors out of school. The range of multi-cultural opportunities is not as extensive.

**Partnership with parents is very good.**

13. The school works hard to extend its partnership with parents and they appreciate this approach. There is a very active Friends Association that organises a very good range of fund raising activities that provides valuable additional resources for learning. Several parents work regularly in classrooms to support individuals and small groups. They have a good understanding of how to do this because teachers brief them well. Parents enjoy going on visits out of school with their children, which gives pupils additional support in making the best use of these visits.

**The school provides a caring context for learning.**

14. The school works hard to provide a safe context for pupils' learning. Child protection procedures and health and safety checks are securely in place. The staff know their pupils well and are interested in their progress as they move through the school. For example, the reception teacher thoroughly enjoys using the paired reading session of reception and Year 6 pupils to work with the children she taught six years ago.

## **WHAT COULD BE IMPROVED**

### **Pupils' progress slows in independent reading in Years 1 and 2 and in mathematics in Year 2.**

#### **Reading**

15. Teachers miss opportunities for pupils to read in literacy sessions in Years 1 and 2. At the beginning of these lessons in Year 2 pupils are not given enough support in reading the text being used. This results in three quarters of the pupils not joining in confidently when reading aloud. At the end of lessons opportunities in Year 1 are missed for pupils to read. For example, the teacher read out the writing that pupils had produced during groupwork, rather than supporting the pupils to read it out for themselves. The level of difficulty of pupils' independent reading books does not match their individual needs closely enough. This results in pupils tackling books that are too hard for them, which reduces their confidence because there are too many unknown words to work out. It also reduces their understanding of the story because they are concentrating too much on individual words. The records that teachers keep of pupils' reading development are very variable. Some are very detailed and identify specific development and clear targets. Some are very general and only refers to pupils' attitudes to reading rather than diagnosing the specific progress they are making. Comments in the home school diaries are also very variable.

#### **Mathematics**

16. In Year 2 there is too much use of worksheets and workbooks. This reduces pupils' opportunities to record their work independently or to become confident in writing out the full mathematical process, such as a full addition sum. There is not enough variety of work in lessons to match the needs of individual pupils and assessment does not identify the different rates of progress specifically enough. The pace in lessons is too slow and this reduces the amount of work that pupils cover.

### **A small proportion of more able pupils do not reach their potential.**

17. Teachers provide pupils with some work that is more difficult that challenges more able pupils. However, teachers do not identify enough of these pupils and some are not fulfilling their potential. Planning does not consistently identify more difficult tasks for more able pupils. Teachers' questioning in whole class sessions does not ensure that there are enough questions to challenge more able pupils' thinking. Progress of these pupils is not monitored effectively enough to ensure that all more able pupils reach their potential.

### **Assessment is not linked closely enough to the National Curriculum levels.**

18. Assessment systems, planning and teachers' marking are not consistently linked to National Curriculum levels. This reduces teachers' knowledge of pupils' individual progress in relation to the different levels within each separate subject. Pupils are not aware enough of what they need to do in order to achieve higher levels in the National Curriculum.

#### **Areas of minor weakness**

19. The headteacher monitors teaching but neither the deputy headteacher nor co-ordinators carry out this type of monitoring. This reduces the understanding of the co-ordinators of the learning and teaching being carried out though the school. There is a clear programme already in place to extend monitoring systems, including the training of these staff.
20. The open plan nature of the accommodation of Years 1 and 2 pupils means that noise travels easily between the two classes. Although this is not always a distraction, there are

times when a noisy activity in one class disturbs a quiet one next door. For example, one class singing, '*Happy Birthday*' in Year 1 prevented Year 2 from concentrating in mental mathematics.

21. Children in reception do not have access from their classroom into a safe outdoor play area, even though there is a door leading directly onto a suitable outdoor area. This restricts the range of opportunities for independent learning of these children during lessons.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the work of the school, the governors, headteacher and staff should:-

(1) increase progress in Years 1 and 2 in independent reading by:-

- improving the recording of pupils' progress in reading;
- taking every opportunity to extend reading in whole class sessions and the end of lessons;
- matching pupils' individual reading books more closely to their needs;
- providing more consistent information for parents to support their children in reading at home;
- extending the very good partnership systems in place for the paired reading of older and younger pupils;

*(Paragraph 15)*

(2) increase the progress in mathematics in Year 2 by:-

- reducing the use of work sheets and workbooks and providing more opportunities for pupils to record their work independently;
- planning and assessing for different pupils' needs more effectively;

*(Paragraph 16)*

(3) challenge a higher proportion of more able pupils in order to further raise standards by:-

- raising teachers' expectations of the proportion of pupils capable of working at the higher levels;
- identifying all potentially more able pupils as they enter the school;
- extending both weekly and termly planning to include more specific tasks for these pupils;
- providing more challenging tasks consistently in lessons;
- including more complex questioning of these pupils in whole class discussions;
- tracking these pupils' progress more effectively;

*Paragraph 17*

(4) use assessment systems more effectively to further raise standards by:-

- linking assessment more closely to National Curriculum levels throughout the school;
- using this information more effectively in planning;
- extending pupils' own understanding of their progress in relation to the National Curriculum.

*Paragraph 18*

In addition to the key issues the governors need to include the following weaknesses in their action plan:-

- co-ordinators do not monitor teaching;<sup>2</sup> *(Paragraph 19)*
- the noise from pupils in the adjacent Year 1 and 2 classes sometimes interrupts each others' learning; *(Paragraph 20)*
- reception children do not have direct access to safe outdoor play facilities. *(Paragraph 21)*

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<sup>2</sup> The school already has clear plans for carrying this out.



## 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 | 22 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 1         | 7         | 4    | 9            | 0              | 0    | 0         |
| Percentage | 5         | 33        | 19   | 43           | 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>   | YR – Y6      |
| Number of pupils on the school's roll (FTE for part-time pupils)             | 205          |
| Number of full-time pupils known to be eligible for free school meals        | 26           |
| <b>Special educational needs</b>   | YR – Y6      |
| Number of pupils with Statements of Special Educational Needs                | 2            |
| Number of pupils on the school's special educational needs register          | 42           |
| <b>English as an additional language</b>                                     | No of pupils |
| Number of pupils with English as an additional language                      | 0            |
| <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 | 2            |
| Pupils who left the school other than at the usual time of leaving           | 1            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.2 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| 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 |
|--|------|------|-------|-------|
|  | 2002 | 14   | 12    | 26    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC Level 2 and above   | Boys     | 11      | 11      | 14          |
|   | Girls    | 11      | 11      | 12          |
|   | Total    | 22      | 22      | 26          |
| Percentage of pupils at NC Level 2 or above | School   | 85 (88) | 85 (88) | 100 (88)    |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC Level 2 and above   | Boys     | 12      | 14          | 14       |
|   | Girls    | 12      | 12          | 12       |
|   | Total    | 24      | 26          | 26       |
| Percentage of pupils at NC Level 2 or above | School   | 92 (88) | 100 (88)    | 100 (92) |
|   | 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 | 15   | 16    | 31    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC Level 4 and above   | Boys     | 14      | 15          | 15       |
|   | Girls    | 14      | 14          | 14       |
|   | Total    | 28      | 29          | 29       |
| Percentage of pupils at NC Level 4 or above | School   | 90 (93) | 94 (93)     | 94 (100) |
|   | National | 75 (75) | 73 (71)     | 86 (87)  |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above   | Boys     | 14      | 15          | 15      |
|   | Girls    | 14      | 14          | 14      |
|   | Total    | 27      | 28          | 29      |
| Percentage of pupils at NC Level 4 or above | School   | 87 (79) | 90 (86)     | 94 (97) |
|   | 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                                     | 205                         | 0  | 0                                     |
| White – Irish                                       | 0                           | 0  | 0                                     |
| White – any other White background                  | 0                           | 0  | 0                                     |
| Mixed – White and Black Caribbean                   | 0                           | 0  | 0                                     |
| Mixed – White and Black African                     | 0                           | 0  | 0                                     |
| Mixed – White and Asian                             | 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                  | 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

### Qualified teachers and classes: YR – Y6

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | 9.7 |
| Number of pupils per qualified teacher   | 21  |
| Average class size                       | 29  |

### Education support staff: YR – Y6

|   |     |
|---|-----|
| Total number of education support staff | 5   |
| Total aggregate hours worked per week   | 127 |

FTE means full-time equivalent.

## Financial information

|  |                     |
|--|---------------------|
| Financial year                             | 2001 - 2002         |
|  | £                   |
| Total income                               | 490,952             |
| Total expenditure                          | 464,771             |
| Expenditure per pupil                      | 2,285               |
| Balance brought forward from previous year | 26,989              |
| Balance carried forward to next year       | 40,092 <sup>3</sup> |

## 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   | 1 |
| 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.

<sup>3</sup> This amount contains money allocated for computer hardware and a reserve to ensure that the current staffing levels can be maintained.

## Results of the survey of parents and carers

Questionnaire return rate 47.8%

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 205 |
| Number of questionnaires returned | 98  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 62             | 36            | 2                | 0                 | 0          |
| My child is making good progress in school.  | 59             | 37            | 4                | 0                 | 0          |
| Behaviour in the school is good.   | 65             | 34            | 0                | 0                 | 1          |
| My child gets the right amount of work to do at home.                              | 36             | 51            | 10               | 1                 | 2          |
| The teaching is good.  | 75             | 24            | 0                | 0                 | 1          |
| I am kept well informed about how my child is getting on.                          | 44             | 49            | 7                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 77             | 22            | 1                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 70             | 28            | 2                | 0                 | 0          |
| The school works closely with parents.   | 49             | 42            | 7                | 0                 | 2          |
| The school is well led and managed.  | 85             | 15            | 0                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 63             | 35            | 1                | 0                 | 1          |
| The school provides an interesting range of activities outside lessons.            | 34             | 55            | 8                | 0                 | 3          |