

INSPECTION REPORT

WHISTON JUNIOR AND INFANT SCHOOL

Whiston, Rotherham

LEA area: Rotherham

Unique reference number: 106894

Headteacher: Mr. J.R. Evans

Reporting inspector: C.D. Loizou
18645

Dates of inspection: 10 – 11 December 2002

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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 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. P. Johnson
Date of previous inspection:	27 April, 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whiston Junior and Infant School is near Rotherham in South Yorkshire. It is a popular school, which is reflected in a steadily rising number on roll. The school is just below average in size and admits up to 30 pupils into its Reception class each year. There are currently 171 pupils on roll between the ages of four and eleven and they are taught in seven classes. Nearly all of the pupils are white and have English as their first language with less than one per cent that also speak another language such as Arabic or Punjabi. Attainment on entry to the Reception class varies and is currently in line with that expected of four-year-olds. Eight per cent of the pupils are eligible for free school meals, which is in line with the national average. The school has identified 12 per cent of its pupils as having special educational needs, which is below average. Less than two per cent of the pupils have a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

The school provides a very good education and the pupils achieve very well. The pupils achieve well above average standards in mathematics and science and average standards in English by the end of Year 6. However, English standards could be higher. Spelling standards affect how well the pupils achieve in writing. The pupils achieve very well in mathematics and science, enabling them to reach well above average standards by the end of Year 2 and Year 6. National test results show that standards are rising faster than the national trend. The teaching is very good throughout the school. The school is very well led and managed by the headteacher, governors and senior staff. The school provides very good value for money.

What the school does well

- The children in the Reception class and the pupils in Years 1 and 2 achieve very well. Consequently, standards are above average in reading and mathematics by the end of Year 2 and well above those expected in writing and science.
- Standards are well above average in mathematics and science by the end of Year 6 because the junior pupils continue to achieve very well, building on the good start made in the infant classes.
- The teaching throughout the school is very good and, as a result, the pupils, including those with special educational needs, make very good progress.
- The headteacher, senior staff and governors provide very good and effective leadership. The school and its curriculum are very well managed at all levels.
- The curriculum is very well planned and organised. There are good links between subjects so that the pupils are interested and motivated. Good use is made of dance, drama and music as well as providing a very good range of educational visits and visitors to enhance and extend the curriculum.
- Parents think highly of the school. There are very good links with parents and the local community.

What could be improved

- Spelling skills, to raise standards in writing by the end of Year 6.

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 April 1998 and has made very good progress since then. All the key issues from the last inspection have been successfully addressed. It has improved the curriculum, including that for children in the Reception year. The school has also been successful in improving its assessment procedures including the way that teachers mark the pupils' work. Standards in English, mathematics and science have improved and the school now uses good procedures to monitor how well the pupils are doing in all subjects. Consequently, schemes of work and long term plans for all subjects now guide the teachers' planning. The staff monitor the pupils' progress carefully and regularly communicate with parents to inform them of the curriculum plans for each class.

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	D	C	C
Mathematics	C	A*	A	A
Science	B	A	A	A

Key

well above average and in the top 5% of schools A*

well above average A

above average B

average C

below average D

well below average E

(The "similar" in the table above refers to the percentage of free school meals and not the size of the school.)

The 2002 tests for Year 6 show that the school's results were well above average in mathematics and science. The English results were an improvement on the previous year and reached the national average. However, writing standards could be higher and are affected by inconsistencies in the way the pupils are taught to spell. Many pupils make common spelling errors, and the more able pupils sometimes fail to spell polysyllabic words correctly. Inspection evidence confirms that standards in Year 6 are currently above those expected in mathematics and science and average in English.

The performance of the pupils in the national tests for Year 2 show that standards are well above average in writing and science, and above average in reading and mathematics. Inspection evidence confirms these standards. Given that the pupils do so well in reading and writing by the end of Year 2, writing standards, and particularly spelling, by the end of Year 6 ought to be higher. The school's much improved curriculum and procedures to monitor how well the pupils are doing are having a positive impact on standards in other subjects, where standards are above or in line with those expected by the end of Year 2 and Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to learning, to school and to each other are very good. They try hard and enjoy learning, applying themselves very well to their tasks and activities.
Behaviour, in and out of classrooms	The standard of behaviour is very good. This is helping to create an orderly and positive learning environment. There were no exclusions last year.
Personal development and relationships	This is very good. The pupils are independent and show maturity. Relationships are very good across the school. Older pupils support younger ones. The school operates very effective reward and achievement procedures which impact positively on the pupils' self-esteem and confidence.
Attendance	Attendance levels are good and are above average. The rate of unauthorised absence is below average.

TEACHING AND LEARNING

Teaching of pupils in:	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 overall and ranges between good and excellent. It has improved very well since the last inspection. The teaching of literacy and numeracy is effective, resulting in rising standards by the end of Year 6. Reading skills are very well taught and this is consistent throughout the school. Mental numeracy skills are very well taught and this helps the pupils' confidence in mathematics. The teaching is having a positive impact on the pupils' learning. To build on the good start made in the Reception and infant years, more could be done to improve the pupils' spelling skills in the junior years. In the Reception class, the teaching is very effective because it is well planned to meet the needs of all the children and teaching assistants make a valuable contribution to the teaching. Throughout the school, teachers use assessment well so that their planning takes account of the progress made in previous lessons. Information and communication technology is well taught across the school and good use is made of the school's much improved computer resources. The pupils have regular access to computers and the teachers make good use of new technology to support learning across a range of subjects. The teaching of music and the creative and expressive arts is very effective. The pupils with special educational needs receive effective support in lessons and, as a result, make good progress. The school provides good support for the increasing number of pupils who are learning English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. Teachers provide practical and relevant tasks and there are very good opportunities for the pupils to use computers to support their learning. It is a rich and balanced curriculum that includes good quality art and design work, music, dance and drama as well as competitive and non-competitive sports and games. The school also provides a satisfactory range of activities outside school hours.
Provision for pupils with special educational needs	The pupils receive very good support. Those with learning difficulties are identified early and make very good progress. Higher attaining pupils identified with particular aptitudes in English and mathematics are provided with good and effective support. Learning support staff make a very good contribution to the work with these pupils.
Provision for pupils with English as an additional language	A small number of pupils speak an additional home language. Good assessments of their needs are made and they are supported very well in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good and is supported by a broad range of activities, assemblies and celebrations of pupils' achievements. Very good provision is made for the pupils' personal development. The pupils are also developing a good understanding of life in a multi-cultural society. The pupils develop a very good respect for themselves and for others.
How well the school cares for its pupils	There is a good level of care provided for all of the pupils. The school has good procedures to assess how well the pupils are doing. Teachers use these assessments to set realistic and measurable learning targets for the pupils.

Parents believe that the school improves their children's personal development very well. Regular information about the curriculum and school events is provided for parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. The deputy headteacher and senior staff work closely with him to monitor lessons, pupils' work and their progress. The management of the school is very well focused on improving standards.
How well the governors fulfil their responsibilities	The governing body provides very good and effective support. A very knowledgeable and capable Chair of Governors leads it. The governors have a clear understanding of their role in managing and supporting the

	school and work closely with the staff.
The school's evaluation of its performance	This is very good because the governors and staff have established clear priorities in the school development plan. They are all involved in a process that involves identifying the school's priorities and have a clear framework for monitoring and evaluating the pupils' performance.
The strategic use of resources	This is very good. There are clear targets which are matched to spending priorities. The school manages its finances very well, ensuring best value for money when committing the school's funds.

The school's accommodation is well maintained and all of the available space is used for teaching groups and storing resources. Additional support staff, such as classroom teaching assistants and SEN support staff, are deployed very effectively and make a valuable contribution to the pupils' learning. The administrative officer is very efficient and makes a very good contribution to the smooth running of the school and its finances.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour in the school is very good. • The teaching is good and sets high expectations. • They feel comfortable approaching the school. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

There are very effective links and positive relationships with parents. Inspectors agree with all the positive views expressed by the parents. The school provides a good range of information about test results and information about the pupils' academic and personal development is presented clearly in the annual reports to parents about their children's progress. There is a satisfactory range of activities provided outside lessons, some of these take place at lunch-times and include peripatetic music tuition, dance and drama and games.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The children in the Reception class and the pupils in Years 1 and 2 achieve very well. Consequently, standards are above average in reading and mathematics by the end of Year 2 and well above those expected in writing and science.

1. When the children join the school in the Reception year, their attainment on entry is in line with that expected of four-year-olds. They soon learn to settle into school routines and make very good progress in their reading and writing skills. This enables them to achieve very well in mathematics and other areas of learning as they grow in confidence using and recognising numbers. The teaching focuses on the core skills of reading, writing and numeracy and is especially effective in developing the children's language and communication skills. In this way, the children soon learn to answer questions clearly during class discussions and they grow in confidence when handling books and learning traditional stories and nursery rhymes. The children soon learn to recognise their own names and can write these clearly. They learn to recognise letter sounds and, by regularly handling books and looking at pictures and sentences, they recognise common high frequency words in texts. In mathematics, they use coins and count to ten and beyond with confidence. In a very short time, the children learn to use addition and subtraction symbols and can add on or subtract numbers up to five with increasing confidence. These core skills enable the children to achieve well in other areas of learning, for example in science, where they can describe changes to materials and substances which was reflected in their recent cooking activities as they made Christmas cakes for their class party.
2. In Years 1 and 2, the pupils build on the very good start made in the Reception year. This enables them to achieve above average standards in the national tests by the end of Year 2. The National Curriculum test results for seven-year-olds last year show that attainment in reading and mathematics was above the national average and it was well above average in writing and science. The test results improved on the previous year with particularly good improvement in writing and science. By the end of Year 2, the pupils are able to read and write with confidence and for a range of purposes. In an excellent English lesson, Year 2 pupils were taught to organise and prepare instructional writing. Building on the very good work done previously, the pupils were able to edit and refine their writing to describe how to make a snowman or a den. The teacher successfully taught the pupils to use "bossy verbs" which led to the pupils using a range of action words and this helped them to organise their instructions so that they included clear statements, bullet points and ordered lists. The Year 2 pupils are currently reading to well above average standards and this was best demonstrated as they read their own writing aloud to others in their group and could recognise both monosyllabic and polysyllabic words. In mathematics, both Year 1 and Year 2 pupils are able to solve problems, for example, when sorting, classifying and organising information presented as a graph, or when ordering numbers using information presented on a pictogram. These skills enable the pupils to achieve high standards in science, where teachers' assessments show that attainment has been consistently well above average over the last four years.

Standards are well above average in mathematics and science by the end of Year 6 because the junior pupils continue to achieve very well, building on the good start made in the infant classes.

3. The standards achieved by the pupils by the end of Year 6 in the National Curriculum tests over the last four years have risen at a faster rate than the national trend. In the last two years, the pupils achieved well above average standards in mathematics and science. The current Year 6 class has a larger than average proportion of pupils with special educational needs and these pupils also achieve very well in relation to their prior attainment. From Year 3 onwards, the very good start made in the infant years is built on, especially in mathematics and science. In a very good science lesson, Year 3 pupils studied shadows as part of their topic on light sources. From the work done previously and using their understanding of light and shadows, they were able to research how sundials worked. This work was extended to include information and communication technology so that the pupils could use data and graphical information to estimate the time of day using measurements from sundials. The pupils' very good mathematical understanding was put to very good effect as they pursued their research with interest and enthusiasm. This also included accessing the Internet to find more precise information about light sources, sundials and shadows in relation to times of the day.
4. Very good use is made of mathematical skills to enable the pupils to apply these to practical problem solving. For example, in Year 4, the pupils were able to formulate sensible questions which could be asked by others when using graphs and bar charts. The pupils used the information presented in graphs to test their questions with other pupils by reading information from bar charts, tallies and tables. In Years 5 and 6, the pupils were confidently solving money problems using their understanding of addition, subtraction, multiplication and division. The more able pupils demonstrate confidence in their mental and oral arithmetic skills, even when handling decimal fractions. The pupils with moderate learning difficulties were well supported by teaching assistants and used good techniques to solve problems which were well matched to their abilities.

The teaching throughout the school is very good and, as a result, the pupils, including those with special educational needs, make very good progress.

5. The teaching is very good and ranges from good to excellent. Over half of the lessons were good, one third were very good and three lessons were excellent. There was no unsatisfactory teaching observed. The headteacher and staff ensure that teachers' planning takes account of the needs of pupils according to their age and abilities. Parents are pleased with the progress their children make and say that the teachers do well to help them become mature and responsible in a supportive and positive learning environment. Teachers plan tasks that match the needs of all year groups and the teachers monitor and adapt their planning to take account of the pupils' progress and abilities. In addition to the formal curriculum the school's ethos and purposeful learning environment is helping the pupils to respond very well to the teaching. All the teachers and support staff expect pupils to behave well, contribute to class discussions and respond to others with courtesy and respect. This expectation is consistent throughout the school and, as a result, pupils make very good progress, show very good attitudes to learning and behave very well.
6. The teaching is well organised and planned and is particularly effective in supporting the pupils with special educational needs and the small number who are learning English as an additional language. In a very good design and technology lesson, Year 5 pupils made very good progress evaluating and improving their designs of musical instruments. In a previous lesson, the pupils invited Reception children to test their instruments and some pupils prepared instructions for these young children to use. The information gathered about this was then used to evaluate and improve their designs. The teaching was crisp and purposeful with clear

pathways for the pupils to explore. In other lessons, teaching assistants are used very well to help groups and individuals using computers to record and present their information. A small number of pupils are learning English as an additional language. These pupils are fully integrated and well supported by teaching assistants during lessons. The pupils with special educational needs receive a range of support from teachers and support staff. This includes specific literacy work taught in small groups with a teaching assistant teaching the group while the teacher takes the rest of the class. The pupils are also integrated in full class lessons and in literacy and numeracy lessons they are provided with specific work which is very well matched to their learning needs and abilities.

7. More able pupils, including those registered as gifted or talented, are provided with work which is challenging and appropriate to meet their specific learning needs. The teachers' planning is very well matched to the needs of all the pupils. For example, in an excellent Year 3 history lesson, the teacher used very good questioning to involve all the pupils in a class discussion about Victorian children and their life styles. This led to some thought-provoking written accounts from the children who chose to write about rich or poor children so they gained a greater understanding of the contrasting lives of children during the Victorian period. The pupils responded with enthusiasm and interest as they empathised with the plight of the poor. The pupils wrote some good descriptive writing having given a great deal of thought to the setting. In all the lessons seen during the inspection it was clear that teachers' planning is based on a secure understanding of the subject being taught and teachers have a very good understanding of the needs of their pupils and the progress they are making.

The headteacher, senior staff and governors provide very good and effective leadership. The school and its curriculum are very well managed at all levels.

8. The headteacher provides very good leadership. He is valued by the parents and the pupils and much respected by his staff. He provides effective leadership and maintains a warm and positive approach towards the pupils and the community the school serves. The school's stated aims are a reflection of his commitment to the personal and academic development of all of the pupils. The headteacher and governors work closely with the senior management team and staff. The deputy headteacher leads by her very good example in the classroom and the senior management team help the headteacher to monitor lessons and support teachers and pupils. Monitoring reports, prepared by the headteacher and senior staff, show that the school is self-critical and evaluative about its teaching. These features of leadership and management have enabled the school to address all of the issues raised at the time of the last inspection. The school has made very good progress since its last inspection.
9. The monitoring is aimed at helping the school to be clear about how well the pupils are doing and how well the teachers teach. This has involved the staff who lead subjects of the curriculum or aspects of the school. There is a good balance of expertise amongst the staff and their good subject knowledge enables them to review the impact each subject is having on the pupils' achievements and their progress. Curriculum co-ordinators carry out annual audits and contribute to the school development plan to produce position statements which are then put into the school's overall management plan. In this way, the senior management team, together with the governors, set priorities which are established over the long and short-term. A thorough review of the school's curriculum planning has led to improvements in the standards in information and communication technology and since the last inspection, standards in the National Curriculum tests have been rising faster than the national trend of improvement. Thorough long-term planning in all subjects has enabled the school to produce schemes of work based on national guidelines which are relevant to the needs of all the pupils

across the ability range. This has had a positive impact on teachers' short-term planning and on the quality and range of tasks and activities they provide for their pupils. The headteacher, senior staff and governors have undertaken a school-wide evaluation with the focus being on improvement. This has given a clear steer and direction for the work of the school.

10. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. The Governing Body is very ably led by an enthusiastic and highly competent Chair of Governors. The governors are provided with regular reports by the headteacher. This helps the governors to monitor the work of the school giving them a clear insight into the work being done and the progress that the pupils are making. The resources of the school are good overall. They are well used and easily accessible. In particular, the resources for information and communication technology have been improved so that all the pupils have regular access to computers and new technologies such as the Internet and electronic mailing facilities.
11. Financial planning is very good and the budget is used very well. The school development plan is well set out, showing priorities for further improvement. These priorities have been arrived at through careful audits, reviews and monitoring, led by the headteacher and guided by local and national initiatives. The headteacher and governors, together with the senior staff, set appropriate targets for improvement which are costed with clear terms of reference which enable the governors to measure how well each area is progressing. In this way the school makes efficient use of its budget ensuring that spending provides very good value for money.

The curriculum is very well planned and organised. There are good links between subjects so that the pupils are interested and motivated. Good use is made of dance, drama and music as well as providing a very good range of educational visits and visitors to enhance and extend the curriculum.

12. The curriculum is very good. It is enriched by the breadth of activities and experiences provided for all the pupils and teachers successfully link topics and themes across a range of subjects. This makes learning meaningful and interesting for the pupils. The use of information and communication technology (ICT) is very well linked to the work that pupils do in other subjects. In a Year 6 English lesson, the pupils with special educational needs used word-processors to develop their writing skills using biographical writing. They successfully edited and adapted the introduction to their piece of writing using the spell checker to improve their writing. In Year 3, the pupils wrote about a "Victorian Christmas" from different perspectives. Some chose to write about poor children working in factories and others wrote accounts of typically rich Victorian children. In Year 2, the pupils made excellent progress organising instructional writing by preparing lists of instructions. Previous work covered in other lessons showed that the teacher had linked other topics and subjects very well to improve the pupils' writing skills. This included design and technology where the pupils described how to make "Different ice smoothies using a range of fruits". The pupils listed the ingredients and the topic was very well linked to the work they were doing in science where they could observe changes to materials and substances. The older pupils in Years 5 and 6 use computer spreadsheets to record results of tallies as part of their mathematics and geography work about litter in the environment. The spreadsheets were then adapted to produce bar graphs of their results.
13. The curriculum is very well planned to make learning meaningful, practical and relevant to all the pupils. The pupils write descriptive and imaginative accounts from the viewpoint of different fictional genres or descriptive historical work on rich or poor Victorian children. The

teachers successfully bring together the work done and information gathered in their history and geography topics to introduce to the pupils empathetic, descriptive and imaginative writing in literacy lessons. The pupils respond with enthusiasm as they talk about the conflicting lives of poor and rich children in Victorian times or how pollutants affect the environment. In the Reception class the village of Whiston comes to life when the children use the role-play “Whiston Post Office”. In an excellent Year 5 dance lesson, the teacher planned a series of lessons using recorded music from the musical “Oliver”. This enabled the pupils to build up a series of routines and dance sequences in groups which improvised the musical and the themes presented by it. This work is very well linked to earlier Victorian work in history lessons as well as making the pupils’ physical educational lessons enjoyable, challenging and rewarding experiences. The tasks and activities helped to improve the pupils’ range of movement and body shapes as they moved in time to the music of “You’ve gotta pick-a-pocket-or-two”. The pupils tried very hard and improved on their previous performances by watching others perform and having particular movements highlighted by the teacher as areas for further improvement.

14. The school successfully incorporates into its curriculum a good range of art and design work as well as the expressive and creative arts. These are making a significant contribution to the school’s curriculum. They inspire the pupils to participate in dance drama and music. Sports and games are also promoted and supported by teachers and support staff out of school hours. The quality of art and design work across the school is good. As you enter the school, examples of the pupils’ work adorn walls and display areas, signifying the school’s commitment to the arts. There are many examples of good quality sketches, paintings, prints and paper structures. There are good examples of multi-cultural art with the most recent work displayed on the Hindu Festival of Light (Diwali). Dance, drama and music are good features of the school’s curriculum. The music and singing is of good quality and the pupils have performed for parents and the local community in the local church.

Parents think highly of the school. There are very good links with parents and the local community.

15. The school has a positive and purposeful relationship with parents and its community. The school has gained a good reputation in the community for its high expectations and rising standards. This is clearly reflected in the steadily rising number on roll and the increasing number of families who choose to send their children to the school from outside the immediate area. The overall contribution by parents and the impact of parental involvement on the progress and achievements of the pupils is very good. Homework and reading diaries are a regular means by which teachers and parents can communicate with each other. The headteacher sends out regular newsletters explaining the topics their children will be covering. The bulletin board for parents is very well located and this provides more information about school events and governors’ reports as well as notice of meetings. The school regularly surveys parents’ opinions and invites suggestions from parents about how they can help in school. When teachers plan educational visits, they invite parents to volunteer and also explain the purpose of the visit and how this is linked to the work their children are doing in school.
16. Parents find the staff helpful and approachable. The staff and governors are willing to listen to parents, often inviting their views and opinions, and the school considers the issues they raise carefully, responding swiftly to their concerns. The school holds regular workshops for parents so that they can share in the work of the school and are then able to contribute towards supporting their children’s learning at home and in school. The staff and governors work very hard to develop the links with parents and this is helping to raise the profile of the

school in its community. Parents and volunteers from the local community feel welcome in the school. The school encourages parents to play an important part in supporting their children's work at home and this commitment has a positive impact on pupils' attainment and progress. The school offers regular and effective communication with parents by way of newsletters and bulletins, keeping them informed of events in the school. The active Parents' Association organises social and fund raising events for the school.

WHAT COULD BE IMPROVED

Spelling skills, to raise standards in writing by the end of Year 6.

17. The national test results in 2002 for Year 6 pupils indicate that, although standards in English are improving on previous years, they were in line with the national average and ought to have been higher given that mathematics and science standards were well above average. This year, standards have reached the standards expected by the end of Year 6 but writing standards could be higher. Previous test results also show that writing standards are usually lower than those in speaking, listening, reading, mathematics and science. The steady improvement in the quality and range of writing across the school is not reflected in the overall standards in English because spelling skills are unsatisfactory. Consequently, the pupils achieve better results in speaking, listening and reading than they do in writing in the junior years. This has been a consistent pattern for the last three years and has been recognised by the school as an area for further improvement.
18. Inspection findings reflect these concerns. The analysis of pupils' work in the junior years shows that the pupils' spelling ranges from unsatisfactory to good. This inconsistency is largely related to the teaching which is not sufficiently focused on word level work in literacy lessons and on teaching specific spelling rules. As a result, by the end of Year 6, the pupils' written work, both in work books and displayed on walls, shows common spelling errors and shows some basic errors because the pupils have not been sufficiently taught to recognise the roots of words to help them with their spellings. Consequently, some pupils regularly make mistakes and rely on the sounds of letters rather than visual patterns of words to help them spell unfamiliar words. The scrutiny of some of their writing shows that even more able pupils are misspelling words like "themselves" (written as "themselfs"), or confuse spelling rules and word patterns to produce "freind" in stead of "friend". Throughout the school, when the pupils re-draft their writing, teachers are not always helping the pupils to correct their spellings, with regular mistakes left unchecked. Spelling rules are not being applied by the pupils so that the extension of words like "dreadful" are often spelt as "dreadfull" or common and recognisable consonant blends as appear in words like "watch" or "catch" appear as "wach" or "cach", because pupils apply basic spelling rules incorrectly.
19. By the end of Year 6, although writing has matured and handwriting has improved so that more is joined and regularly formed, common spelling errors of some high frequency words in texts exist in the pupils' independent and extended forms of writing. This lowers standards, even though the pupils are able to write for a range of purposes and use different styles of writing. Some pupils in Year 5 and Year 6 confuse letter blends when attempting more complex words like "competition" (spelt as "competishon"); or when attempting polysyllabic words in particular when the pupils often fail to recognise the root word to help them spell correctly. For example, words like "sitting" appear as "siting"; or "surroundings" appears as "sairounding" and even when a more able pupil can spell the word "exact" she cannot extend this to spell "exactly" and instead it appears as "exacly". The school recognises that without an effective and consistent writing policy which builds on the very good start made in the

infant years and is followed through the school, standards in writing will remain below those of reading and other subjects in the national tests.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the very good work being done and improve the quality of education further, the governing body, headteacher and staff should now:

- * **Raise English standards by the end of Year 6 by:**
 - improving the pupils' spelling skills to help them write accurately;
 - providing a greater focus in literacy lessons on word level work to improve the pupils' understanding of spelling rules and word patterns;
 - ensuring that more able pupils are better able to spell polysyllabic words accurately.

(Paragraphs: 17 - 19)

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	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	6	10	0	0	0	0
Percentage	16	32	53	0	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

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	171
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0.2

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.

The number of pupils is not included in the tables below if they are below ten but percentages are indicated throughout.

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	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	13	13	13
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (100)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	13	13	13
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (96)	96 (78)
	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			24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	23	24
Percentage of pupils at NC level 4 or above	School	75 (71)	96 (96)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	22	24
Percentage of pupils at NC level 4 or above	School	67 (58)	92 (63)	100 (58)
	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	167	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	1	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	2	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)	8
Number of pupils per qualified teacher	21.4
Average class size	24.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	73

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	509,416
Total expenditure	495,031
Expenditure per pupil	2,578
Balance brought forward from previous year	1,276
Balance carried forward to next year	15,661

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	3
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	171
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	0	2	2
My child is making good progress in school.	46	46	4	2	2
Behaviour in the school is good.	40	50	6	0	4
My child gets the right amount of work to do at home.	26	58	14	0	2
The teaching is good.	42	50	6	0	2
I am kept well informed about how my child is getting on.	34	50	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	62	32	4	0	2
The school expects my child to work hard and achieve his or her best.	50	40	2	0	8
The school works closely with parents.	30	48	16	2	4
The school is well led and managed.	40	44	2	4	10
The school is helping my child become mature and responsible.	36	50	8	2	4
The school provides an interesting range of activities outside lessons.	18	32	28	20	0

Other issues raised by parents

Parents are pleased with the way the school supports their children and the progress they make they believe that the school now provides good information about the curriculum and the work their children are doing in school.