

# INSPECTION REPORT

**GREAT OUSEBURN COMMUNITY PRIMARY  
SCHOOL**

Great Ouseburn

LEA area: Harrogate

Unique reference number: 121393

Headteacher: Mr G Smith

Reporting inspector: Mr M Newell  
10638

Dates of inspection: 13<sup>th</sup> – 14<sup>th</sup> March 2000

Inspection number: 187989

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 primary                     |
| Age range of pupils:         | 4 – 11 years                          |
| Gender of pupils:            | Mixed                                 |
| School address:              | Main Street<br>Great Ouseburn<br>York |
| Postcode:                    | YO26 9RG                              |
| Telephone number:            | 01423 330296                          |
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| Appropriate authority:       | The Governing Body                    |
| Name of chair of governors:  | Mrs Alison Kettle                     |
| Date of previous inspection: | 29 <sup>th</sup> April 1996           |

## INFORMATION ABOUT THE INSPECTION TEAM

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|------------------|----------------------|
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| Mrs Meg Hackney  | Lay inspector        |
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is smaller than other primary schools. There are presently 87 pupils on the school roll, including six children who attend on a part-time basis as they are not yet of a compulsory school age. The school caters for pupils aged 4 to 11 years. Assessment data provided by the school shows children's attainment levels when they start school to be above average. Almost all pupils are of white ethnic origin. The percentage of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is broadly in line with the national average, although the percentage who have a statement of special educational need is below the national average.

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

This is a good school where pupils achieve high standards in mathematics, reading and speaking and listening. Standards in science are above average. Although there are areas where the school can improve, it is a school where the strengths far outweigh the weaknesses. Pupils' attitudes to school are very good and their behaviour is exemplary. The good standard of teaching has a very positive impact on pupils' learning and on the progress they make during their time in school. Work is often challenging and demanding, ensuring that the higher attaining pupils are stretched. The headteacher provides good leadership and has clearly set an effective agenda for school improvement. The school provides good value for money.

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

- Standards in reading, mathematics and speaking and listening are high and they are above average in science;
- Pupils show very good attitudes to work and have a real thirst for new knowledge;
- Pupils' behaviour in class and around the school is exemplary;
- Provision for pupils' personal development and the quality of relationships in school are very good;
- Teaching is of a good and, on occasions, very good standard and contributes significantly to the quality of pupils' learning;
- Attendance is very good and is a reflection of pupils' enjoyment of school;
- The school is well led and managed by the headteacher, who ensures that the school makes the most effective use of available resources.

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

- Standards in information technology;
- The writing of extended and sustained pieces of writing;
- The effectiveness of monitoring to identify what does or does not work well in teaching and learning;

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

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time of the last inspection. Standards in English, mathematics and science have shown significant signs of improvement and are now at a much higher level than they were at the time of the last inspection. The school has worked hard to develop schemes of work to support curriculum planning and this has had a positive impact on standards. The parents are now more actively involved in supporting the work of the school and as partners in the education of their children. The resources that the school has at its disposal are now used far more effectively to promote high achievement. The lack of a hall and playing field continues to make the provision of physical education a problem. However, the arrangements that have been made to use the local village hall are to be commended. It is not an ideal arrangement because of transport problems but the pupils and staff cope very well. The monitoring and evaluating of the curriculum and teaching need to be developed further to disseminate good practice and to tackle any weaknesses.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 | Key   |
|-----------------|---------------|------|------|-----------------|---|
|                 | all schools   |      |      | similar schools |   |
|                 | 1997          | 1998 | 1999 | 1999            |   |
| English         | C             | A    | A*   | A*              | very high A*<br>well above average A<br>above average B |
| mathematics     | B             | A    | A*   | A*              | average C<br>below average D                            |
| science         | A             | A*   | A*   | A*              | well below average E                                    |

The above results show that in 1999 attainment in English, mathematics and science was very high in comparison with the national average and in the top 5 per cent in the country. The school's performance was also very high in comparison to similar schools. The trend in standards over time shows the levels of attainment to be rising at a faster rate than the national trend. Inspection findings show that in the present Year 6 a high percentage of pupils are on track to achieve the level expected of eleven-year-olds (Level 4) in all three subjects. A significant percentage of pupils should achieve the next higher level (Level 5). Although standards in writing are above average, they are not at the same high level as reading. Attainment for seven-year-olds is well above average in reading, speaking and listening, and mathematics and above average in writing and science. Standards in information technology are not at a satisfactory level at the end of both key stages across all elements of the subject. When children start school, their attainment is above average. When they leave the school at the age of eleven, standards are consistently at a high level across all three core subjects. The school is, therefore, adding much to pupils' academic development during their time at the school.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. Pupils are very keen to learn and take a real interest in all they participate in. Pupils' attitudes make an important contribution to the quality of learning prevalent in school.   |
| Behaviour, in and out of classrooms    | Excellent. Pupils behave in an exemplary fashion in lessons, at break times and in their movement around the school. They work very well together and show a healthy respect for one another.  |
| Personal development and relationships | Very good. Pupils respond sensibly and maturely when opportunities are provided to show initiative or to take responsibility. Pupils instinctively notice what needs to be done and get on and do it. Relationships between pupils and staff and between one another are a real strength and help to create a real sense of community. |
| Attendance                             | Very good. Attendance figures for the school are well above the national average. Children clearly enjoy coming to school.   |

## TEACHING AND LEARNING

| Teaching of pupils:     | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|-------------------------|--------------------|----------------|-----------------|
| 13 lessons seen overall | Good               | Good           | Good            |

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

The quality of teaching is good overall. In the lessons observed during the inspection, 23 per cent of teaching was very good, 69 per cent good and the rest satisfactory. Literacy and numeracy are taught well across the school. Tasks that are set are often challenging and demanding, ensuring that the needs of all pupils are met. Teachers have high expectations and pupils respond very well to this demand. As a result pupils flourish and make good progress.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Good. The school provides a broad, relevant and balanced curriculum for its pupils and for children under five.                     |
| Provision for pupils with special educational needs   | Provision is good. Pupils are well supported, enabling them to make progress which is similar to that of their classmates.          |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Overall, the provision made is good, with provision for pupils' personal, moral and social development being the stronger elements. |
| How well the school cares for its pupils  | This is a caring and supportive school. Good procedures are in place to track pupils' academic and personal development.            |

The school has worked hard to develop strong links with the parents and to actively involve them in the education of their children. The school values the support it receives from parents. The school has good procedures to promote good behaviour, attendance and



pupils' personal development. These factors contribute significantly to the effective, focused learning environment which is present in school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides good leadership. Together with staff, he has set an effective programme of development to help improve the school. He has a good grasp of the school's strengths and areas for development.                                     |
| How well the governors fulfil their responsibilities             | Good. The governing body is very supportive of the work of the school and is effective in holding the school to account for the quality of education it provides.  |
| The school's evaluation of its performance                       | Good. The school increasingly carries out analysis of test and assessment data to target areas for improvement and to set challenging targets. However, procedures to monitor and evaluate what does and does not work in teaching are not sharp enough. |
| The strategic use of resources                                   | Very good. The school uses the resources it has, the staff and the limited accommodation in a very effective manner, so as to have its most significant impact on sustaining high standards. The school is providing good value for money.               |

The school has an adequate number of teaching and non-teaching staff. The school office and financial matters are run in a very effective manner by the school bursar in consultation with the headteacher. The quality and quantity of resources to support teaching and learning are never less than satisfactory. The school applies the principles of best value well in its management of available resources, helping to make sure that there is a significant contribution to the quality of education provided.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• The quality of behaviour in school;</li> <li>• The quality of teaching;</li> <li>• The expectations of the school that children will work hard and achieve their best;</li> <li>• The leadership and management of the school;</li> <li>• The way in which the school helps children to become mature and responsible;</li> <li>• The amount of work children are expected to complete at home.</li> </ul> | <ul style="list-style-type: none"> <li>• The progress that their children make;</li> <li>• The amount of homework;</li> <li>• More information about how their child is getting on;</li> <li>• Close relationships between home and school;</li> <li>• A wide range of activities outside lessons.</li> </ul> |

The inspection findings endorse parents' positive views about the school. Evidence clearly indicates that during their time at Great Ouseburn school children make good progress. The amount of homework that is provided is similar to that found in the majority of primary schools and is satisfactory. The school provides good quality annual reports of pupils' progress and opportunities for parents to meet formally and informally with staff to discuss the progress of children. The school does post on the notice board the topics that children are covering but has recognised that a more informative and helpful approach would be to send a copy to each household. Over the past three years the school has put a lot of time and effort into developing a stronger partnership between home and school and has been

successful in its efforts in this area of school life. The provision of extra-curricular activities has been somewhat limited during the Autumn term. However, a sports club and a nature watch club have recently started again.

## **PART B: COMMENTARY**

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

**Attainment in mathematics and English, particularly the pupils' reading and speaking and listening skills, is high. Attainment in science is well above average.**

1. From an early age, pupils are developing an ability to carry out mental computations accurately and with speed. Together with this, pupils are encouraged to examine and explore different strategies in solving problems. By the time pupils leave school at the age of eleven, they are very adept and confident at carrying out complex calculations. They use a wide range of quite impressive strategies to solve these calculations. Across all elements of the subject pupils show a very good knowledge and understanding, as they work out percentages, equivalent fractions, measure angles accurately, understand rotational symmetry and show a high degree of understanding of probability.
2. Speaking and listening skills are high. In the youngest class and at Key Stage 1, pupils listen very attentively and talk with great animation and expression about their own experiences. For example, the teacher uses children's experiences of travel abroad to enrich the learning of others. The children rise to the challenge and tell fascinating stories and experiences. The school expects pupils to listen to and respect the views of others. In response the pupils often modify or amend their own responses after hearing a classmate's idea or opinion. As pupils move into Key Stage 2, they continue to develop their vocabulary and listening skills. In Year 3/4 the effective choice of text in a literacy lesson, Walter de la Mare's 'Silver', inspired the pupils. By the end of the lesson, the pupils eloquently explained words such as 'alliteration' and 'archaic', with one pupil describing a line of poetry as 'whimsical'. In a Year 4, 5, 6 class pupils clearly explained the difference between metaphor and simile, provided graphic examples both of this and of personification in their writing.
3. Reading standards are high. By the end of Key Stage 1, many pupils are conversant with the difference between fiction and non-fiction and are confident in using books as a source of information. Pupils are expected to read with a real sense of fluency and expression and use a good range of strategies to help them with any unfamiliar words. In an effective literacy lesson in Year 1/2 the teacher used incisive questioning to get the pupils to develop a deeper understanding of the text, which they achieved. By the end of Key Stage 2, many pupils are accomplished readers. They have a wide knowledge of authors with some pupils reading Catherine Cookson novels. Pupils have a good knowledge of classical authors. Pupils recognise the importance of books as a source of information and regularly use them to assist in their research. Teachers put much emphasis on reading beyond the literal level, and this is reflected in pupils' high levels of understanding of text and author intention. Parents play an important role in emphasising or developing a love of literacy, which is clearly evident when talking to pupils.
4. In Reception and Key Stage 1, the pupils are introduced to a wide range of scientific knowledge covering materials, life processes and living things, and physical processes. Much of their work is of a practical and investigative nature. By the time pupils are in Year 6 they are knowledgeable about electricity, materials, absorption and forces and are familiar and confident with investigative and experimental work.

### **Pupils show very good attitudes to work and a real thirst for new knowledge**

5. Throughout the school, pupils of all ages are keen and eager to learn. They listen attentively and contribute with great enthusiasm in all lessons. In the reception/Year 1 class children are excited about the tasks that are set for them. In the Year 1/2 class the pupils are highly motivated when asked to recall number facts or to explain how they worked out a calculation. In the Year 3/4 class the pupils are enthusiastic in all they do and show a great willingness to learn from each other. They show, for example, a really sensitive and mature response when asked to explain differing pieces of poetry. In the Year 4/5/6 class a careful choice of text in a literacy lesson enthused the pupils who were then only too ready to ask and answer questions. The school encourages pupils to be inquisitive and investigative learners through the open-ended tasks that are often set for pupils of all ages. Expectations are high in the independence skills pupils are to acquire. The pupils constantly rise to the challenge and their determination to work hard and achieve well is evident in all classes. When asked, pupils of all ages say they really enjoy school. They love reading, practical activities and, in particular, mathematics. All pupils clearly know what is expected of them and complete tasks with a sense of fun, enjoyment and self-pride.

### **Pupils' behaviour in class and around the school is exemplary**

6. The youngest children in school show high levels of independence and a mature and sensible attitude both in class and around the school. Their standards of behaviour are excellent. Parents believe behaviour to be of a high standard and they are quite right in this perception. They are also proud of their children's reputation in the wider community and recognise that children's behaviour remains at a very high level when they visit, for example, the swimming baths or when they attend residential visits in Whitby. At Key Stage 1 and at Key Stage 2, behaviour in lessons is exemplary. Pupils are encouraged and expected to show high levels of self-discipline and when teachers are working with small groups of pupils the rest get on with their work in an excellent manner. At break and lunchtimes, pupils are polite and courteous to adults supervising them. The older pupils are very mindful of the needs of younger children and take on a pastoral role in an impressive manner. Pupils of all ages are always willing to help with tasks and around school and can be fully relied upon to complete such tasks with a sense of pride, maturity and achievement. The exemplary behaviour shown by pupils makes a most significant and important contribution to the quality of the learning environment and to the progress that pupils make.

### **Provision for pupils' personal development and the quality of relationships prevalent in school are very good.**

7. Pupils are provided with lots of opportunities to take responsibility in the classroom and around the school. Older pupils are very confident in talking to visitors about life at the school and giving detailed explanations of the work that they have covered. Pupils have a good awareness of school rules and are seen reminding classmates should they forget them. Pupils are fully involved in the daily routines of the school, such as taking registers, helping at lunchtime, preparing resources for lessons and tidying up afterwards. The pupils are mature and have high regard for their teachers. They use their initiative well, anticipating what needs to be done, for example in closing blinds and turning off lights when the teacher wants to use the overhead projector. The school recognises the importance of promoting pupils' personal development in a wide sense. As a result, many pupils help out at fund raising events run by the Friends of Great

Ouseburn School. They do this with little prompting and their contributions are much valued. They are also actively involved in fund raising activities for those less fortunate than themselves. Evidence from the inspection clearly shows that pupils work and play really well together. All pupils have learned to respect differences and understand the feeling, values and beliefs of others. The quality of these aspects of school life make an important contribution to the effectiveness of pupils' learning.

**Teaching is of a good and, on occasions, very good standard and contributes significantly to the pupils' quality of learning**

8. In the lessons seen during the inspection 23 per cent of teaching was very good 69 per cent was good and the remainder satisfactory. No unsatisfactory teaching was observed. This quality of teaching has an important impact on the progress that pupils make during their time at the school. Lessons have clear objectives which are often made clear to pupils. This helps them to be clear about what it is that they are learning.
9. Literacy and numeracy are taught well across the school and this contributes to the high standards that are achieved. The oral session at the start of lessons in numeracy where pupils have to carry out mental calculations is challenging but fun. Pupils are really enthused, as can be seen by the number of hands that shoot up to answer questions. In lessons at both key stages, teachers actively encourage pupils to look for answers using different strategies. These are then shared with the rest of the class. This is an excellent way of furthering all pupils' learning. In literacy lessons, texts to share with the class are chosen well, whether it be 'City Jungle', 'Silver' by Walter de la Mare or poems from other authors. Pupils are motivated and consequently gain a deeper knowledge of concepts such as personification, rhythm and alliteration. The summing up sessions at the end of lessons are used effectively by teachers to check if their initial objectives have been met. If not there is clear evidence that planning is modified to take account of this fact. This is good practice.
10. Throughout the school, teachers have high expectations of pupils' personal, as well as their academic development. The youngest children are encouraged to be independent and to explore, enquire, find things out for themselves. This continues as pupils move through school and pupils are very keen and eager to carry out research and add to what they already know. The enthusiasm with which teachers teach and pupils learn are mutually supportive. Teaching often helps pupils to gain a deeper insight and feeling for atmosphere within texts or simply expands their knowledge. In these instances, opportunities are never missed to add to pupils' general knowledge, for example when the term 'Belisha Beacon' came up in a poem the teacher's explanation of its origin fascinated the pupils.
11. The tasks that are set are challenging and demanding for pupils of all attainment levels but at the same time the quality of teaching still makes learning fun. Most lessons rattle along at a good pace and dialogue with the pupils shows that they have a really good awareness of what they are learning and why.

**Attendance is very good and is a reflection of the pupils' enjoyment of school**

12. The attendance rate for the academic year 1998/1999 was well above the national average, with no unauthorised absence and clearly reflects the importance that parents place on school attendance. Dialogue with pupils shows that they really love coming to school and do not wish to miss any lessons unless absolutely necessary. They further

show this by their commitment to hard work and achieving the best they can.

**The school is well led and managed by the headteacher, who ensures that the school makes the most effective use of available resources.**

13. The headteacher has set a clear educational direction for the work of the school. He has a commitment to achieving and sustaining high standards. This is reflected in the significant rise in standards from the time of the last inspection and by the fact that standards are rising at a faster rate than found nationally. He is ably supported by the teaching and non-teaching staff and by the Governing Body, which has become increasingly active in holding the school to account for the quality of education it provides. The inspection findings concur with a high percentage of parents who feel that the school is well led and managed. The headteacher has a good grasp of what the school has achieved and an equally good appreciation of where he wants it to go next. This is clearly articulated in the school development plan. The school has limited accommodation. There is no school hall for assembly or physical education, for example. Careful planning and the use of the village hall for physical education means that while the situation is far from ideal the school makes the most effective use of what it has got. Staff, resources and the outside accommodation are always used and deployed very well so as to have their biggest impact on helping to maintain standards. The use of the school bursar/secretary as a special needs assistant, for example, means that the school not only functions very well on an administrative and financial footing, but that pupils receive good quality support from a familiar face. This has a very positive impact on the smooth running of the school and on the progress that pupils with special educational needs make.

## **WHAT COULD BE IMPROVED**

### **Standards in information technology**

14. There is evidence around the school that information technology is being used. For example, word processed labels, clip art and graphics that have been cut and pasted, and evidence of data handling and appropriate graphs and pie charts. Dialogue with pupils shows that they are encouraged to use their word processing skills to type and print out work. However, this is not always used to its best potential because rather than using computers to edit and draft work, to re-set or re-paragraph, it is often used to simply type out an already well presented piece of work. There is evidence that in Year 4/5, for example, a simple tick sheet records when pupils have used the computer and what tasks they have undertaken. In this class, all pupils have their own file on the computer. Many older pupils are able to load programs, save, retrieve and print. The school is currently developing its own website and is exploring the potential of e-mail. Over time, however, pupils have not been progressively and systematically taught the necessary skills to enable them to attain at an appropriate level across all elements of the subject. Little evidence was seen, either first hand or through discussions with pupils, of appropriate levels of understanding relating to the uses of control technology or how to set up and investigate databases. Not enough use is made of computers to support other areas of the curriculum. Younger pupils' progress is sometimes hindered by a lack of keyboards or printers that are not functioning correctly. Teachers' knowledge and expertise is variable and this also impacts negatively on pupils' progress. Of credit to the school is the fact that this is an area that is clearly identified as an area for improvement, in terms of skill development, resources and staff training.



### **Pupils' ability to write extended and expressive pieces of writing**

15. Many pupils in school have very good reading skills. They have an excellent vocabulary and talk avidly about story settings, atmosphere, characters and personification. Although standards in writing at both key stages are above average, they are not at the same high level as reading. At both key stages, pupils have the ability to write technically well. They pay due attention to how they present their work, and to spelling and grammar. The weakness is that pupils, by the time they leave school, do not produce very good examples of extended pieces of writing. Examples of pupils' work show that they may start off a story well but then do not sustain this level. Once they have set the opening scene they do not use sufficiently descriptive language nor sustain a plot or characterisation that captures the attention of the reader. On occasions, pupils simply do not write enough or the story just fizzles out. In addition, opportunities are missed to enhance pupils' writing skills across the curriculum in subjects such as history or religious education. The school provides opportunities for pupils to write for a variety of audiences and purposes, for instance police reports or newspaper articles or tasks such as 'describe a demon/angelic headteacher', but again pupils lack the writing stamina to complete a detailed characterisation or evoke feelings and descriptions that hook the reader. The school, through its analysis of test results or past test papers, is aware of this and has already built in extended writing to literacy lessons for the oldest pupils.

### **The effectiveness of monitoring to identify what does and does not work well in teaching and learning**

16. The headteacher has carried out a small number of lesson observations in order to maintain the quality of teaching and learning. The literacy co-ordinator has also occasionally carried out a similar function. In addition, the school's local education authority advisor has visited lessons. However, as the headteacher has rightly identified, this is an area of school practice that needs to be extended further. There is clearly a need to set up more formal procedures to support, monitor and evaluate teaching and learning across the school, in order to identify and disseminate the good practice that exists and to rectify any weaknesses. The school does not carry out regular scrutiny of pupils' work to identify any weaknesses and to set targets for improvement. Plans are being drawn up, for example, for a teacher with information technology expertise to work alongside and evaluate practice in classes other than her own. This is appropriate in order to have a more significant impact on helping to raise standards in this area of the curriculum.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve standards in information technology by:
  - ensuring that the necessary skills across all elements of the subject are systematically and progressively taught as pupils move through school;
  - providing more resources and appropriate in-service training for staff;
  - making sure computers are used to support pupils' learning in all areas of the curriculum.  
*(Paragraphs 15)*
  
- (2) Improve standards in writing by:
  - teaching the necessary skills to enable pupils to write sustained, extended pieces of writing that pay sufficient attention to detailed description, characterisation and expressive language;
  - ensuring that opportunities are fully exploited to enhance pupils' writing skills in other subjects of the curriculum.  
*(Paragraph 16)*
  
- (3) Sharpen the procedures for monitoring and evaluating teaching and learning across the school and the scrutiny of pupils' work, so that:
  - good practice is clearly identified and disseminated across the school and weaknesses tackled;
  - targets for improvement are set and progress towards these targets is monitored.  
*(Paragraph 17)*

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 13 |
| Number of discussions with staff, governors, other adults and pupils | 10 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 23        | 69   | 8            | 0              | 0    | 0         |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### 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) |         | 87      |
| Number of full-time pupils eligible for free school meals        |         | 6       |

FTE means full-time equivalent.

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

| 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 | 8            |
| Pupils who left the school other than at the usual time of leaving           | 6            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 3.8 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 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

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|  | 99   | 8    | 9     | 17    |

| National Curriculum Test/Task Results       |          | Reading  | Writing | Mathematics |
|---|----------|----------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 8        | 7       | 8           |
|   | Girls    | 9        | 9       | 7           |
|   | Total    | 17       | 16      | 15          |
| Percentage of pupils at NC level 2 or above | School   | 100 (93) | 84 (93) | 88 (93)     |
|   | National | 82 (80)  | 82 (81) | 87 (84)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 8        | 8           | 8        |
|   | Girls    | 9        | 9           | 9        |
|   | Total    | 17       | 17          | 17       |
| Percentage of pupils at NC level 2 or above | School   | 100 (93) | 100 (100)   | 100 (93) |
|   | National | 82 (80)  | 86 (81)     | 87 (84)  |

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

### Attainment at the end of Key Stage 2

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|  | 99   | 4    | 4     | 8     |

| National Curriculum Test/Task Results       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 4        | 4           | 4        |
|   | Girls    | 4        | 4           | 4        |
|   | Total    | 8        | 8           | 8        |
| Percentage of pupils at NC level 4 or above | School   | 100 (80) | 100 (80)    | 100 (90) |
|   | National | 70 (65)  | 69 (59)     | 78 (69)  |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 4       | 4           | 4       |
|   | Girls    | 3       | 3           | 4       |
|   | Total    | 7       | 7           | 8       |
| Percentage of pupils at NC level 4 or above | School   | 88 (70) | 88 (80)     | 100(80) |
|   | National | 68 (65) | 69 (65)     | 75 (71) |

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

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

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 78           |
| Any other minority ethnic group | 0            |

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

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions of pupils of compulsory school age, 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) | 4.3 |
| Number of pupils per qualified teacher   | 20  |
| Average class size                       | 20  |

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

|   |    |
|---|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked per week   | 70 |

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

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | N/a |
| Number of pupils per qualified teacher   | N/a |

|   |     |
|---|-----|
| Total number of education support staff | N/a |
| Total aggregate hours worked per week   | N/a |

|                                |     |
|--------------------------------|-----|
| Number of pupils per FTE adult | N/a |
|--------------------------------|-----|

*FTE means full-time equivalent.*

### ***Financial information***

|  |        |
|--|--------|
| Financial year                             | 98/99  |
|  | £      |
| Total income                               | 171493 |
| Total expenditure                          | 167781 |
| Expenditure per pupil                      | 1865   |
| Balance brought forward from previous year | 0      |
| Balance carried forward to next year       | 3712   |

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

### **Questionnaire return rate**

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 87 |
| Number of questionnaires returned | 64 |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 73             | 25            | 2                | 0                 | 0          |
| My child is making good progress in school.  | 56             | 30            | 0                | 0                 | 3          |
| Behaviour in the school is good.   | 66             | 34            | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 33             | 57            | 3                | 7                 | 0          |
| The teaching is good.  | 62             | 30            | 4                | 2                 | 2          |
| I am kept well informed about how my child is getting on.                          | 46             | 41            | 8                | 3                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 68             | 22            | 9                | 1                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 64             | 31            | 5                | 0                 | 0          |
| The school works closely with parents.   | 49             | 40            | 10               | 0                 | 1          |
| The school is well led and managed.  | 48             | 46            | 3                | 3                 | 0          |
| The school is helping my child become mature and responsible.                      | 59             | 33            | 3                | 2                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 27             | 31            | 25               | 14                | 3          |