

# INSPECTION REPORT

## **CASTLEWAY PRIMARY SCHOOL**

Castleway North

Moreton

LEA area: Wirral

Unique reference number: 105002

Headteacher: Mr S A Hughes

Reporting inspector: Dr Melvyn J Bradshaw  
6169

Dates of inspection: 21<sup>st</sup> to 22<sup>nd</sup> March 2000

Inspection number: 190127

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 years
Gender of pupils:	Mixed
School address:	Castleway North Moreton Wirral Merseyside
Postcode:	CH46 1RN
Telephone number:	0151 677 2953
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr E Craven
Date of previous inspection:	8 <sup>th</sup> October 1996

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 202 pupils who attend full-time from Reception to Year 6. Children whose birthdays occur between March and August start part-time in September, and become full-time after Christmas. Of the children in Reception, 13 were not yet five years old at the time of the inspection. Almost 56 per cent of pupils are boys. The standard admission number is currently 35 but all year groups are below this figure. The number is to be reduced to 30 in September 2000. The majority of pupils (99 per cent) are white. There are no pupils whose first language is not English. The background of pupils is generally well below average; 117 pupils (58 per cent) claim free school meals, which is well above the average. The number of pupils identified as having special educational needs is above average; 63 pupils (31 per cent) are on the register of special educational needs, of these five have statements. The figures include five pupils who are taught, for some lessons, in the Hearing Support Unit, although they are integrated into most school activities. Attainment on entry to Reception is well below average; reflected particularly in poor language and mathematical skills.

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

Castleway Primary School is a well organised and happy community. It has improved significantly over the past four years and is a very effective school. Pupils progress well and, by the end of Year 6, achieve standards that are about average. Very strong leadership of the headteacher and Governing Body, coupled with exceptional teamwork, result in an environment in which children are secure, happy and enjoy learning. Much of the teaching is of high quality and the school gives good attention to promoting pupils' personal development. The high standards of behaviour and relationships throughout the school are a credit to the whole school community. The school's income is above average; it uses its resources very well and provides very good value for money.

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

- Good quality teaching, and the effective analysis of children's strengths and weaknesses, result in pupils making good progress in English, mathematics and science.
- Children who are under five make good progress in literacy, numeracy and personal development owing to well organised provision.
- Pupils with special educational needs, including those with hearing impairment, make very good progress. As a result, very few fail to achieve at least Level 3, in English, mathematics and science, by the time they leave Year 6.
- The behaviour and attitudes of children throughout the school are very good; these make a very positive contribution to the learning of all pupils.
- The very good leadership and management of headteacher and Governing Body, together with the teamwork of all staff, help to ensure the school provides a very effective learning environment.

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

- Standards of attainment in information technology are improving, but they are not yet high enough by the time pupils leave the school.
- The curriculum for children under five does not include sufficient opportunities for physical development.
- Pupils' punctuality and levels of attendance are unsatisfactory.
- The content of written reports to parents does not always contain sufficient detail about their children's strengths and weaknesses, and information technology is not always clearly mentioned.
- Satisfactory teaching does not always ensure that pupils work at a sufficiently high pace or make best use of the resources available.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected last in October, 1996, Castleway Primary School was found to have many strengths, but there were also important areas for improvement, particularly in relation to standards of attainment. Since then it has made very good progress and most areas of weakness identified in the previous report have been successfully addressed. The results achieved by its pupils, in the National Curriculum tests, at the end of Year 6, have risen dramatically since 1996. The improvement has been at a much greater rate than that found nationally. In 1996, results, at the end of Year 6, were well below average; they are now about average. In information technology, where standards were below those expected, there has been an improvement but they are not yet high enough. Teaching has improved; at the time of the previous inspection about seven per cent was unsatisfactory and seven per cent very good. No unsatisfactory teaching was observed, and nearly half was very good or better. The headteacher observes teaching systematically. Assessment and testing are extensive and well developed; data are analysed carefully to aid teaching and hence lead to improvement. Provision for special educational needs, in particular the use of individual education plans, has improved. The school has worked hard in an attempt to involve parents more in their children's education, however its success in this area has been limited. The strengths identified in the previous report, especially in the areas of behaviour, the learning environment, management and leadership, have been maintained and improved further. The school is very well placed to maintain its present progress and improve further.

## 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	D	D	B	A*	well above average    A above average        B average                    C below average         D well below average    E
mathematics	D	C	C	A	
science	C	C	C	A	

There has been a significant improvement in results since 1996; the rate of improvement is greater than that nationally. As a result, standards when children leave the school are similar to those found nationally, and well above those of similar schools. In 1999, English results were above the national average and in the top five per cent of similar schools. The school is meeting its targets well. The work of current Year 6 pupils is not quite as high as last year and this is reflected in the school's lower targets for 2000. It is anticipated that attainment will improve again in the following two years. In information technology, standards are below the expected level when children leave the school, but are now improving. Pupils in Key Stage 1 make good progress, and attain standards in reading, writing and mathematics that are close to the average. Children under five make good progress but their attainment remains below the expected levels when they reach the age of five.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils generally display very positive attitudes to learning. They enthusiastically apply themselves to their tasks and concentrate well.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. Pupils know the rules and respond positively to the school's behaviour strategy. This provides a productive environment for learning.

Personal development and relationships	The personal development of pupils is good and they undertake responsibilities sensibly. Relationships between staff and pupils, and pupils themselves are very good. They work and play harmoniously together.
Attendance	Levels of attendance are unsatisfactory. Both authorised and unauthorised absences are higher than the national averages. Parents are not ensuring pupils attend school promptly and regularly.

Pupils' attitudes to their work are very positive. They behave very well and apply themselves to their work. Levels of attendance are unsatisfactory.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
22 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.*

All teaching is at least satisfactory, and 45 per cent of lessons are very good or excellent. Teaching of both English and mathematics is good, and much is very good. Literacy is well taught and used effectively across the whole curriculum. Numeracy is also well taught in mathematics lessons, but its use in other subjects is less consistent. The teaching of pupils in Key Stage 1 and Reception is never less than good; it is particularly good in Year 1. Successful teaching is based on very good relationships and high quality behaviour management. In the best lessons, the teachers are enthusiastic and this generates pupils' interest. Lessons are well organised and the work is usually challenging. Occasional weaknesses include not using resources to their best effect and not ensuring all pupils remain on task and complete a good volume of work. The high quality teaching helps to promote children's learning. They work hard, showing interest and concentration; they enjoy being at school and most try their best.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good; it is broad, balanced and relevant to the needs of pupils. There is an appropriate emphasis on the teaching of English. Insufficient emphasis is given to physical development for children under five. All statutory requirements are met.
Provision for pupils with special educational needs	The provision for pupils with special educational needs, including those in the Hearing Support Unit, is good. Funding is used well to provide teachers, learning support assistants and therapists, who help to improve standards. The progress of pupils with special educational needs is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall, and for moral and social development it is very good. The well-organised provision contributes very effectively to the personal development of pupils and their very good behaviour. Staff act as very good role models.
How well the school cares for its pupils	Staff know pupils very well and provide a caring, supportive and orderly environment in which pupils flourish. The procedures for ensuring the health, safety and welfare of pupils are thorough.

The school provides a good curriculum, with an emphasis on developing pupils' literacy skills. There are not enough opportunities provided to promote the physical development of children under five. The school provides a caring environment for its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher offers excellent leadership and has succeeded in raising standards. He is ably supported by a hardworking, dedicated staff, who help the school to achieve the expected improvements.
How well the governors fulfil their responsibilities	Governors are led well and have an appropriate committee structure. They share a strong commitment to school improvement. Apart from an omission from the school's written reports, they fulfil their statutory requirements.
The school's evaluation of its performance	The school has a clear view of its work and effectively analyses what works well and why. It has developed good systems of assessment and of predicting future test performance.
The strategic use of resources	Educational priorities are supported well and the school uses available resources, including those for information technology, to good effect. Good use is made of specific grants for literacy, numeracy and special educational needs. Overall the school provides very good value for money.

The headteacher and the Governing Body provide very good leadership and this, together with the work of all staff, has helped to ensure the very good progress made. The school evaluates its performance and applies the principles of best value well. There is no outdoor secure area for children under five.

## 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>• Children like school.</li> <li>• Children's progress is good.</li> <li>• Behaviour is good.</li> <li>• The school sets the right amount of homework.</li> <li>• Teaching in the school is good.</li> <li>• Parents are well informed about their children's progress.</li> <li>• The school is approachable.</li> <li>• The school expects children to work hard.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• Children are helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents consider they are not well informed about children's progress and that there is not enough homework.</li> <li>• Many parents consider that there are not enough activities outside of lessons.</li> </ul>

Inspectors support parents' positive views of the school. Children do like school; they behave very well and become mature and responsible. Their progress is good because of effective, well-organised teaching and high quality relationships. The school is approachable and makes many attempts to involve parents in their children's education. Management and leadership of the school are very good. The school sets sufficient homework. Extracurricular activities are limited, and there are none for Key Stage 1 pupils. With the exception of English and mathematics, written reports to parents do not contain enough detail about children's strengths and weaknesses, and rarely include clear reference to information technology.

## **PART B: COMMENTARY**

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

**Good quality teaching, and the effective analysis of children's strengths and weaknesses, result in pupils making good progress in English, mathematics and science.**

- 1 The school was very disappointed with the pupils' results in the Key Stage 2 National Curriculum tests in 1996. Fewer than 25 per cent achieved the expected Level 4 in English, mathematics or science. A thorough analysis of pupils' work identified areas of weakness and an action plan put in place to improve standards of attainment. This plan included features such as assessment, marking, homework, the use of individual education plans and the monitoring of teaching and learning. Although attainment by the end of Year 2 appeared satisfactory, all staff participated in the programme of improvement. As a result, attainment, as measured in the National Curriculum tests, rose steadily and at a rate greater than the national improvement. In 1999, 72 per cent of pupils gained at least the expected Level 4 in mathematics, 79 per cent in English and 86 per cent in science. The proportion attaining the higher Level 5 has also improved and very few pupils failed to achieve at least Level 3. Current Year 6 pupils will not achieve quite as highly and this is reflected in the school's targets. The school continues to analyse pupils' strengths and weaknesses well.
  
- 2 In English, standards in reading and writing are about average; they are generally below expectations in speaking and listening and in spelling. In mathematics, pupils reach average standards in number work, using and applying mathematics and data handling. Overall, standards of literacy and numeracy are at the levels expected for eleven-year-olds. Pupils make good progress at both key stages. The major reasons for this are to be found in the quality of the curriculum and the teaching, which ensure that knowledge is developed systematically. In English, teachers link reading, writing and spelling thoughtfully and convey clear expectations to pupils that they can read and write well. They plan clearly and, in their lessons, consolidate existing knowledge and skills thoroughly. The school has attended to the weakness noted in the last inspection report relating to insufficient time in lessons for pupils to learn how to write more complex sentences. In mathematics, teachers take advantage of the National Numeracy Strategy to increase pupils' skills and confidence in tackling problems. As a result, they develop good skills in mental arithmetic and this improves the quality of their learning. Good teaching improves both attainment and the rate of progress: a fine example was seen in a Year 5 lesson where a quick fire question and answer session sharpened pupils' multiplication skills. Work is marked regularly and carefully. Teachers use marking both as a record of progress and as an opportunity to help the development of individual pupils by explaining how to improve their work.
  
- 3 In order to improve standards in science, staff identified the need to give pupils more opportunities to learn through practical activities. In this way, it was hoped to raise pupils understanding of scientific skills, as well as their knowledge and understanding of science facts. The very good teaching evident effectively combines practical activities and good subject content. In Year 2, for example, pupils were encouraged to investigate which car, from a set of five, would go further when pushed. The teacher cleverly led pupils to appreciate the importance of 'fairness' and how to eliminate errors by rolling the cars down a slope rather than

pushing them. Finally, pupils were encouraged to hypothesise about why particular cars went a long way and why others did not. They suggested lightness or the type of wheels as possible reasons. As a result, pupils made good progress understanding aspects of scientific investigation and they appreciated the nature of push forces, gravity and friction. In Year 6, very clear explanations helped pupils to observe that light travels in straight lines and that we see because of light entering our eyes. Their understanding of reflection was enhanced through the very effective use of a dressing table mirror, culminating in excitement when pupils could see an infinite series of images in the pair of mirrors held parallel to each other.

**Children who are under five make good progress in literacy, numeracy and personal development owing to well organised provision.**

- 4 Assessment of children, shortly after they enter the Reception class, shows that their attainment is well below average. Their literacy skills, including speaking and listening, are often poor. Progress in the development of literacy and numeracy skills is enhanced by the well organised lessons and good teaching. Children are encouraged to listen closely and are fully involved in the introductory activities. They are given many opportunities to talk about what they are doing. The use of mini-white boards by each child is especially effective in ensuring they are fully involved in whole class sessions. As a result, all children complete the questions raised. It also helps the teacher assess their success and suggest ways in which they could improve, such as when children reverse their numbers or letters, or add one rather than subtract one. The range of activities in both literacy and numeracy helps children do well. The time spent on introductory activities is not excessive and, as a result, children rarely become restless. They are fully involved and enjoy answering questions, whether verbally or on the white boards. The focus on 'the letter of the week' is effective in helping children extend their vocabulary. The wide range of activities involving, for instance, the use of the computer, sand or dough, is also effective in helping children develop their numeracy skills. When working with dough, children are encouraged to make a large and a small teddy, and when using the sand they must find out how many scoops are needed to fill a beaker. All adults working with the children talk to them effectively, again helping them develop good listening skills. Personal and social development are also promoted because the teacher makes sure that all children appreciate the need to behave well, work with each other and have the opportunity to work independently.

**Pupils with special educational needs, including those with hearing impairment, make very good progress. As a result, very few fail to achieve at least Level 3, in English, mathematics and science, by the time they leave Year 6.**

- 5 The management of the provision for pupils with special educational needs and for the Hearing Support Unit is good. Good use is made of baseline assessment data and test information to identify pupils and set challenging targets in individual education plans. These plans are of good quality and contain targets that are frequently practised and reinforced; as a result, they are implemented well. Learning support assistants provide discreet but effective help to pupils and they are deployed well. Assessment arrangements for pupils with special educational needs are good because they are linked closely to the organisation of the individual education plans. Overall, school planning also ensures that teachers plan work to meet pupils' needs in a range of lessons well.

- 6 The provision required in statements of special educational needs is fully implemented and support from outside specialist agencies is managed well: for example, the speech therapist plays an important part in helping teachers. The parents of pupils with special educational needs or hearing impairment are properly involved in identifying their children's needs and they are provided with good support, including regular reviews of their child's progress. The special educational needs co-ordinator and the head of the Hearing Support Unit make a positive contribution to the management of the school and the named governor provides well informed and practical support. Accommodation is good, resources are satisfactory and the Governing Body discharges its duties appropriately. The well planned provision and good teaching help these pupils make very good progress during their time in the school. As a result, by the end of Year 6, very few pupils fail to achieve at least Level 3 in English, mathematics and science.

**The behaviour and attitudes of children throughout the school are very good; these make a very positive contribution to the learning of all pupils.**

- 7 The very good attitudes and behaviour of pupils in and around school contribute significantly to the high standards of attainment. Pupils enjoy school, and demonstrate very positive attitudes to learning. They are well motivated and apply themselves to their tasks and activities with great enthusiasm, concentrating for extended periods. Pupils listen well to each other and the teachers, answering questions or offering responses. The use of the individual white boards in lessons enables pupils to participate actively in sessions as they eagerly complete their answer and show them to the teacher. This is especially effective in the whole-class sessions in literacy and numeracy.
- 8 The school has established a strong and effective behaviour strategy. This includes a good balance of rewards and sanctions which pupils know and value. Applied consistently by staff, this strategy results in very positive behaviour patterns providing a very orderly learning environment. Pupils interact harmoniously with each other, both in the playground and through collaborative work. In a Year 2 science lesson, pupils worked effectively together undertaking an investigation, under the leadership of one of the group. Staff provide very good role models for pupils and establish a very easy but professional rapport with them.

**The very good leadership and management of headteacher and Governing Body, together with the teamwork of all staff, help to ensure the school provides a very effective learning environment.**

- 9 The leadership and management of the school are very good and have a positive impact on pupils' achievements. Governors support the school very well and are led effectively by a capable and hardworking chairman. They have an effective committee structure and there are opportunities for governors to make use of their skills on committees: good examples were seen in the areas of finance and special educational needs. The Governing Body sets a very clear strategic direction. Governors have a firm grasp on the school development plan and set appropriate priorities, as when maintaining a contingency sufficient to preserve staffing in the event of a fall in pupil numbers. They have a very good understanding of the community served by the school and fulfil, with a minor omission, all their statutory responsibilities. They apply the principles of best value well.

- 10 The headteacher offers excellent leadership and uses a range of skills well to achieve high standards. He gives a clear educational direction to both governors and staff and has developed an effective staffing structure which delivers all subjects of the National Curriculum well. Staff demonstrate high morale which reflects his positive leadership. There are very good procedures to monitor, evaluate and develop teaching which help to improve pupils' achievements and their quality of learning. Subject co-ordinators have clearly defined responsibilities and the appropriate authority to set about raising standards in their subject. Financial planning is linked firmly to school development planning and the school has efficient financial management systems. Day-to-day administration is efficient but unobtrusive and supports teachers well. Specific funding is used well to raise standards in literacy, numeracy and special educational needs. Currently, there are weaknesses in the school's use of educational technology but there are plans in place to improve this. The school has maintained and improved the good standards noted in the earlier report and shows a good capacity for further improvement.

## **WHAT COULD BE IMPROVED**

### **Standards of attainment in information technology are improving, but they are not yet high enough by the time pupils leave the school.**

- 11 At the time of the previous inspection, standards of attainment were generally below those expected and information technology was not used sufficiently in other subjects. Although attainment is not yet high enough in Key Stage 2 it is improving and should get better over the next few years.
- 12 The school identified the need to enhance resources, and teachers' skills and confidence, as important features before secure progress could be assured. A good computer suite has been established through the sensible use of resources, including the leasing of machines. The suite is timetabled once a week for each class. Staff training has helped to raise teachers' confidence to use computers within the suite, as well as to use class based machines. However, where problems occur, teachers still often need the support of the headteacher, who is the co-ordinator. The school has introduced a good scheme of work, which makes use of local authority guidance as well as the Qualification and Curriculum Authority's scheme.
- 13 The teaching of information technology in the suite is generally good. Pupils are confident and accurate when using the mouse, but they are not familiar enough with the layout of the computer keyboard to use it effectively. Most Year 4 pupils select from a range of icons competently, producing, for instance, a series of repeating patterns, which assists their numeracy work. In Year 3, pupils import pictures and add text to describe what they see in the picture. They confidently change font size and style. However, when they are not sure of what to do they rely too much on the classteacher to help. Pupils do not have access to written instructions about how to proceed, as a result too much time is wasted waiting for help. Too often, when pupils are experiencing difficulties, adults move the mouse or type instructions using the keyboard for the pupil, rather than taking time to help them to complete these themselves.
- 14 The plan, devised by the headteacher, should help to improve information technology throughout the school and raise attainment to the expected level by Year 6. Techniques to assess pupils' skills are being examined and, once

introduced, should help staff match work more closely to pupils' needs, provide an incentive for pupils to improve and enable governors to monitor the success of developments. Except for examples of word processing, the use of information technology to support other subjects is still not extensive enough.

**The curriculum for children under five does not include sufficient opportunities for physical development.**

- 15 The curriculum for children under five is broad and mostly relevant. The timetable for children who are under five includes physical education, but activities of this type are not planned for each day. There are limited opportunities in the provision of outdoor activities. Although there is a large playground, there is no designated secure area for children under five. The playground area does not include appropriate apparatus to promote children's physical development and the school lacks large play equipment and ride-on toys. As a result, physical development, and personal and social development associated with the use of such equipment and toys, are restricted.

**Pupils' punctuality and levels of attendance are unsatisfactory.**

- 16 Levels of attendance in the school are unsatisfactory and fall well below the national average. Authorised absences are 6.0 per cent compared to 5.4 per cent nationally. And although the levels of unauthorised attendance have improved slightly over the last year, they are 2.2 per cent compared to 0.5 per cent nationally. Parents do not ensure that their children attend school promptly and regularly, despite the school frequently reminding parents of their responsibilities regarding the need for good attendance. A large number of parents still bring their children to school late in the mornings, and a significant number also take their children on holiday during term time.
- 17 The lack of regular attendance is potentially impacting on the lower attainment of a small number of pupils. Pupils who do not attend school regularly are not therefore receiving a full education and their standard of attainment is consequently affected. This is evident with some of the pupils on the special educational needs register. The school currently has not identified absence from school as a possible factor leading to lower attainment, or correlated the relationship in the school between lower attaining pupils and their poor attendance.

**The content of written reports to parents does not always contain sufficient detail about their children's strengths and weaknesses, and information technology is not always clearly mentioned.**

- 18 The school's annual reports to parents detailing children's progress and attainment are unsatisfactory. Whilst providing comprehensive information and targets for pupils in English and mathematics, there is insufficient information relating to what pupils know and can do in other subjects. There is inconsistent reporting about children's standards in information technology. Reports do not therefore meet statutory requirements.

**Satisfactory teaching does not always ensure that pupils work at a sufficiently high pace or make best use of the resources available.**

- 19 The vast majority of teaching in the school is good or better, however in about 18 percent of lessons it is satisfactory. These lessons are most common in Key Stage 2. Much of the planned work is at an appropriate level and pupils are generally challenged well. Teachers use questions very well. Literacy is used effectively across the curriculum. The level of numeracy skills used in other subjects does not extend pupils' work sufficiently. There are few opportunities, for instance, for pupils to interpret data or graphs supplied by the teacher.
- 20 In satisfactory lessons, the pace is sometimes not quick enough. Pupils are not moved onto new activities quickly enough and they are not given specific targets, for instance to complete a certain amount of work within a given time. As a result, pupils who are not working directly with the classteacher do not get on quickly enough and do not complete sufficient work. This problem is made worse when the teacher does not check that pupils are on task sufficiently quickly. Teachers use resources well in practical science sessions and to demonstrate mathematical ideas. However, younger and less able pupils in Key Stage 2 find difficulty in completing problems on paper following such demonstrations. They would benefit from greater access to practical mathematical resources when attempting to complete their own problems. Marking is complete and often helpful, but there are occasions, for instance in science, when reference is made to the quality of English and little comment is made about the subject content.

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

- 21 The school has many notable strengths and relatively few weaknesses; as a result pupils progress well and achieve average standards. Areas that could be improved include the development of information technology, physical activities for children under five, pupils' attendance and punctuality, written reports to parents and raising satisfactory teaching to the high standards evident in much of the school.
- (1) Improve standards of attainment in information technology and its use to support learning in other subjects by:
- continuing to implement the school's plans for information technology;
  - devising systems so that pupils are less dependent on teachers when difficulties occur;
  - introducing a suitable assessment scheme so that work is carefully matched to pupils' individual needs;
  - ensuring staff encourage pupils to complete tasks with keyboard or mouse themselves.
- (2) Provide children under five with more regular physical activities by:
- planning additional physical activities during the week;
  - establishing a secure outdoor area;
  - providing a wide range of equipment and suitable toys for outdoor use.

- (3) Improve pupils' attendance and punctuality by:
- developing additional strategies to promote good and prompt attendance, and following up on trends of irregular attendance and lateness;
  - analysing attendance figures to identify and target additional support for pupils with patterns of poor attendance and lower attainment.
- (4) Ensure written reports to parents include greater detail about children's strengths and weaknesses, and make a clear reference to information technology.
- (5) Raise satisfactory teaching to the high standards evident in much of the school by:
- providing pupils with clear time targets for their work, and thus increasing the pace of lessons;
  - checking more consistently that pupils are on task and completing set work;
  - ensuring pupils have access to suitable practical resources when necessary;
  - extending marking comments to include reference to the subject content, as well as spelling and presentation.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.5	40.9	36.4	18.2	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)	0	202
Number of full-time pupils eligible for free school meals	0	117

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	63

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	12
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	2.2
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
	1999	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	14
	Girls	14	12	12
	Total	24	22	26
Percentage of pupils at NC level 2 or above	School	77 (74)	71 (72)	84 (76)
	National	82 (80)	83 (79)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	12
	Girls	8	11	9
	Total	17	23	21
Percentage of pupils at NC level 2 or above	School	55 (53)	74 (63)	68 (69)
	National	82 (81)	86 (85)	87 (86)

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
	1999	7	22	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	17	14	18
	Total	23	21	25
Percentage of pupils at NC level 4 or above	School	79 (46)	72 (46)	86 (71)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	7
	Girls	12	13	15
	Total	17	20	22
Percentage of pupils at NC level 4 or above	School	59 (63)	70 (83)	76 (71)
	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	181
Any other minority ethnic group	2

*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)	9.0
Number of pupils per qualified teacher	22.4
Average class size	28.9

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

Total number of education support staff	6
Total aggregate hours worked per week	110

### ***Financial information***

Financial year	1998/1999
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	£
Total income	358320
Total expenditure	349161
Expenditure per pupil	1848
Balance brought forward from previous year	6074
Balance carried forward to next year	15233

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

### **Questionnaire return rate**

Number of questionnaires sent out	201
Number of questionnaires returned	55

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	4	2	0
My child is making good progress in school.	58	33	5	2	2
Behaviour in the school is good.	44	45	7	4	0
My child gets the right amount of work to do at home.	36	45	13	5	0
The teaching is good.	53	42	5	0	0
I am kept well informed about how my child is getting on.	31	55	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	58	35	4	4	0
The school expects my child to work hard and achieve his or her best.	64	27	7	0	2
The school works closely with parents.	27	65	4	0	4
The school is well led and managed.	53	44	2	0	2
The school is helping my child become mature and responsible.	60	35	2	4	0
The school provides an interesting range of activities outside lessons.	25	33	33	7	2