

# INSPECTION REPORT

## LAYFIELD PRIMARY SCHOOL

Yarm

LEA area: Stockton-on-Tees

Unique reference number: 111624

Headteacher: Mr P Bramley

Reporting inspector: Mr C Smith  
25211

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> January 2000

Inspection number: 190152

Inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Everingham Road  
Yarm  
Stockton-on-Tees  
TS15 9TF

Telephone number: 01642 391823

Fax number: 01642 391824

Appropriate authority: The Governing Body

Name of chair of governors: Mr I Ithurralde

Date of previous inspection: 7 October 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr C Smith	Registered inspector
Ms M Chadwick	Lay inspector
Mr P Nettleship	Team inspector

The inspection contractor was:

Bench Marque Limited  
National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset  
TA8 1AN

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

### **INFORMATION ABOUT THE SCHOOL**

Number of full-time pupils:	176
Pupils with English as an additional language:	2 per cent
Pupils entitled to free school meals:	11 per cent (slightly below average)
Pupils on register of special educational needs:	10 per cent (below average)
Average class size:	23

Attainment of the four-year-olds when they start school is broadly average.

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

The school is very effective. By the age of eleven pupils reach high standards because the teaching is mainly good, and the school and parents work well together to help all pupils to improve. The headteacher and governors have a strong desire to achieve excellence and work energetically towards this aim. The strengths of the school greatly outweigh its weaknesses and the school provides good value for money.

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

- Standards are high in English, mathematics and science at Key Stage 2.
- Pupils are eager to learn and are mature in their behaviour. These factors help them to make good progress in lessons.
- Teaching of the under fives is good and teaching is good at Key Stage 2.
- The additional support pupils receive from teachers, parents and members of the community makes a significant impact on their academic and personal development.
- The headteacher, staff and governors form a strong team, which ensures that the school is very well managed and pupils' learning improves.

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

- Pupils' progress through Key Stage 1 is insufficient because teachers do not make effective use of assessment and provide little challenging work for higher attaining pupils, particularly in mathematics.
- Subject co-ordinators do not make a sufficient contribution to monitoring standards and learning.

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

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

Standards at the time of the last inspection in 1996 were above average in English and science and average in mathematics. Standards are now well above average in English and very high in mathematics and science by the end of Key Stage 2. Standards at Key Stage 1, until this year, have been above average in reading, writing and mathematics. However, standards in mathematics are currently lower than they should be because very few pupils are reaching the higher levels. Teaching is good overall, as it was at the time of the last inspection. The headteacher, governors and staff have responded very positively to the issues identified for improvements on the last inspection. The quality of planning for future development is now excellent because the targets selected for improvement are incorporated into the work of every class teacher. This whole school approach has enabled schemes of work, a health and sex education policy and planning systems for all subjects to be fully and effectively implemented. Assessment is used effectively to plan the next learning steps at Key Stage 2, but assessment continues to be a weakness at Key Stage 1. As a result, Key Stage 2 pupils are able to build more effectively on learning gained in previous classes. Standards and the quality of teaching are carefully monitored by the headteacher. Subject co-ordinators play an important part. However, they do not all have a sufficient depth of knowledge of the work of the school and weaknesses are occasionally missed.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	A*	A	A
Mathematics	B	A*	A	A*
Science	A	A*	A*	A*

Key	
very high above average	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Most children reach the standards expected by the age of five in language and literacy, mathematics and physical development and achieve higher than expected standards in personal, social and creative development. In recent years, almost all seven-year-olds have reached the standards expected in reading, writing and mathematics, but in 1999 the results were lower because more pupils had special educational needs. Although many pupils reach the higher levels in reading and writing, the proportion of pupils reaching higher levels in mathematics has been much lower than the national average. By the age of eleven, standards are high in English and mathematics and very high in science. The work pupils were doing during the inspection, confirmed these standards. Standards are also high in information technology and art.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn. They show good levels of concentration and application and high levels of interest.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Pupils relate positively to their teachers and to each other.
Personal development and relationships	Pupils show considerable independence in learning. They enjoy finding out for themselves using the library and computers. They often gather information about their work in school from home.
Attendance	Attendance is good and pupils enjoy coming to school.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

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

Teaching overall is good and often very good in Key Stage 2. The teaching of literacy is satisfactory at Key Stage 1 (4-7 years), but there are weaknesses in the teaching of numeracy. The teaching of literacy and numeracy is good at Key Stage 2 (7-11 years). Teachers are well organised, enthusiastic and maintain very good relationships with their pupils. These factors establish a good atmosphere for learning and encourage pupils to develop an interest in their work. Teachers expect their pupils to work with concentration and to think for themselves, which they do. The work set is usually matched carefully to pupils' different learning needs, but the level of challenge is greater at Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant to all pupils. Teachers benefit from the guidance provided by comprehensive schemes of work for all subjects and use this as a basis for planning their lessons. As a result, pupils' learning builds effectively from one year to the next.
Provision for pupils with special educational needs	Precise individual learning programmes are used purposefully in lessons and a good level of support is provided. As a result, pupils with special educational needs make very good progress, overcome many of their difficulties and often achieve the standards expected of all pupils by the age of eleven.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision is very good in all areas. Pupils are encouraged to take responsibility for their own learning as they move up through the school. Carefully planned spiritual and cultural opportunities are provided for pupils to experience beauty through art, music and literature. School assemblies are of high quality. The school strongly promotes moral values and provides many opportunities for pupils to work and learn together.
How well the school cares for its pupils	The school makes good provision for pupils' welfare and carefully guides pupils in their relationships and attitudes to work. Assessment is used effectively to set challenging work and show pupils how they can improve at Key Stage 2, but assessment is weaker at Key Stage 1.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, governors and staff work in close harmony and strive to raise standards. A very good ethos for learning has been created. The work of the school is closely monitored by the headteacher, but subject co-ordinators do not monitor pupils' learning sufficiently across the school.
How well the governors fulfil their responsibilities	Governors work very closely with the school and provide very good support. They link finance to school priorities effectively and constantly seek good value for money.
The school's evaluation of its performance	Results are analysed in detail and very little is missed, apart from the comparatively low proportion of pupils attaining higher levels in mathematics by the age of seven. Teaching is evaluated and targets for improvement are agreed. These are shared by staff and governors and collectively worked on.
The strategic use of resources	Very good use is made of staff, of time, of resources and of the building. Excellent use is made of parents and visitors.

## 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>Parents work closely with the school and excellent home/school relationships are maintained.</li> <li>Parents appreciate being kept well informed and respond warmly to the encouragement to be involved.</li> <li>Parents value the school's success in achieving high standards of learning and behaviour and creating a happy learning atmosphere for their children.</li> </ul>	<ul style="list-style-type: none"> <li>A few parents feel that the school does not provide sufficient extra-curricular activities.</li> </ul>

Inspectors' judgements support the parents' positive views, although more could be done to raise standards in mathematics in Key Stage 1. The range of extra-curricular activities provided is good and includes sport and music. During the inspection choir and recorder groups were observed and participation levels were high.

## **PART B: COMMENTARY**

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

#### **Standards are high in English, mathematics and science at Key Stage 2.**

1. Pupils' test results in English, mathematics and science by the end of Key Stage 2 are high and have continued to improve over recent years. Teachers set challenging work and this enables a high proportion of pupils to reach higher levels, particularly in mathematics and science.
2. When pupils enter Key Stage 2, in Year 3, they find the work both interesting and very challenging. In mathematics, for example, they are encouraged to look for patterns in numbers above and below zero. This helps them to predict the next number in a sequence and understand the value of tens and units in larger numbers. Regular 'quick fire' practice of mental mathematics throughout the junior classes helps pupils to develop confidence and accuracy in mental calculation. They acquire an effective range of strategies to help them solve mathematical problems. For example, in Year 5 they multiply larger numbers by breaking them down into smaller units that they already know. Similarly, they overcome difficult division calculations by turning the problem round and applying multiplication facts. By Year 6, pupils are in the habit of working hard to improve their learning. Regular homework has become part of that process. They work at a fast pace, but with accuracy and care. All areas of mathematics are thoroughly covered and pupils acquire a good understanding of how one area of mathematics relates to another. This enables pupils to move comfortably between different units, for example by converting fractions to decimals or percentages. Pupils who find learning difficult are given good support and guidance and this helps them to reach the levels expected by the age of eleven.
3. Pupils also reach high standards in English. The quality of writing is particularly good. Many pupils in school, including boys, say that they enjoy writing more than any other subject. Writing tasks are very well prepared, drawing on such experiences as literature, art and educational visits. As a result, pupils have much to write about. Pupils have very good speaking and listening skills. Through discussion, they are able to organise their ideas and put them into a sequence. This greatly helps them to structure their writing to make it fluent and interesting. Punctuation is good, spelling is rapidly improving and handwriting is joined, legible and well presented.
4. Pupils use their reading skills extensively in junior classes. Many of the tasks are designed to encourage pupils to find out for themselves. This is particularly true of information technology. In Years 3 and 6, for example, teachers make effective use of simulation programs to enable pupils to explore topics, such as Ancient Egypt and stars and planets. Pupils are continually honing their skills by reading instructions and interpreting on-screen information. By Year 6, they are confident and capable readers. This helps them to use their reading skills effectively in all subjects.
5. Researching information also plays a large part in science and pupils are expected to make discoveries for themselves through observation and investigation. For example, in Year 6 pupils are given homework sheets to help them make observations of the night sky and understand the changing phases of the moon.

Teachers help pupils to make links between subjects and build on previous learning. For example, Year 4 pupils are able to relate the unearthing of Anglo Saxon burial chambers in the Tees valley to the study of bones and joints in science.

**Pupils are eager to learn and are mature in their behaviour; these factors help them to make good progress in lessons.**

6. Pupils' attitudes to school and their behaviour are very good. These are important factors which significantly influence pupils' good progress and contribute to the school's success. Pupils look forward to school, enjoy their lessons and like their teachers. Children, starting in the nursery for the first time, soon relax in the friendly and purposeful atmosphere and take an active part in class activities. Throughout school, lesson introductions are lively and stimulating. This captures pupils' interests, secures their attention and ensures good levels of participation. This is particularly noticeable in class discussions. Pupils listen carefully, follow instructions and are always ready to offer their own ideas because initiative is encouraged. For example, in a Year 6 science lesson, pupils eagerly tried to answer the teacher's questions about the solar system. This is a complex topic and pupils' suggestions were not always correct, but this did not matter, mistakes are accepted as a necessary part of learning. Once the lesson introduction is finished, pupils settle quickly to their tasks. Teachers monitor the learning by visiting different ability groups to check on their progress and offer help when it is needed. This helps pupils to work with good concentration and application.
7. Throughout the school there is a calm and orderly atmosphere. Pupils understand why it is important to behave well. They want to learn and parents reinforce this at home. Lunch-times are social occasions where pupils talk to each other quietly and clear away their own things before leaving the dining room. Most classrooms have an enclosed study area and teachers trust pupils to work without direct supervision, often researching their own ideas. Pupils show maturity in the way they organise themselves and make good use of the library and information technology resources available.

**Teaching of the under-fives is good and teaching is good at Key Stage 2.**

8. Teaching is strongest for the under-fives and in Key Stage 2. However, there are good features which are common throughout the school. In all classes, teachers form good relationships with their pupils and organise and manage the lessons well. These aspects ensure that the pupils work hard and concentrate in lessons. Classroom assistants are well briefed and work effectively alongside teachers to provide additional support and help to track pupils' progress. Teachers search for stimulating ways to engage pupils' interests. In Year 6 for example, the teacher brought in a scale model of the solar system to help pupils understand the orbits of the planets around the sun.
9. In the Nursery, the teacher and nursery nurse work closely together to provide a secure and interesting learning atmosphere for children under the age of five. A wide range of activities are prepared and carefully organised from which the children are encouraged to choose. There is a strong focus on the development of spoken language. The home corner, for example, has been made into a surgery to encourage pupils to talk about visits to the doctors. Children's language associated with medical themes is extended effectively through the use of stories, first-aid kits and x-rays. Children are also given good opportunities to explore and learn in the

Reception class. During a practical activity, designed to promote children's understanding of melting ice, children predicted that ice left on the classroom floor would melt, but ice left in the playground might not. Through discussion and practical experience, children are beginning to understand that the surrounding temperature affects the melting of ice.

10. In Key Stage 1, teaching is satisfactory and sometimes good, but teaching in Key Stage 2 is almost always good and often very good. Key Stage 2 teachers have good subject knowledge and this helps them to structure their lessons so that pupils' learning is systematically built up. By using an effective combination of explaining and questioning, teachers successfully involve all pupils in learning. The Year 6 teacher makes a point of asking those pupils who do not raise their hands and no one escapes! In English, the Year 6 teacher guides pupils to analyse the authors' techniques for arousing the readers' interest. This raises their awareness of how to introduce their own stories to have maximum impact on the reader.
11. In Key Stage 2 classes, teachers have very high expectations and present very challenging work which pupils find stimulating. In Year 5 for example, pupils are only allowed to leave the classroom when they have solved the teachers' mathematical puzzles. Despite losing a few minutes of their playtime, pupils are reluctant to give in and ask for even more problems to tackle. Teachers make good use of assessment to find out how much pupils have understood and plan the next learning steps. This helps them to set tasks which are carefully matched to the pupils' different levels of understanding. In Year 3 for example, a group of pupils with special educational needs sustained their concentration for 45 minutes because the dice game was pitched at exactly the right level. In the same lesson, higher attaining pupils were able to predict the next number in a series, even when the numbers were below zero.

**The additional support pupils receive from teachers, parents and members of the community makes a significant impact on their academic and personal development.**

12. The school is a community school in every sense. Opportunities to learn outside school are highly valued and the headteacher, governors and staff encourage parents and members of the community to work regularly with pupils in school. This has a strong impact on learning because of the range and quality of the experiences provided. For example, a parent with teaching qualifications in mathematics works with Year 6 pupils and helps them to reach higher levels. A school governor with advanced skills in art also works in school and this is partly why standards in art across the school are high. The chair of governors, who is the head of department in a secondary school, has a strong influence on planning and resourcing information technology in the school. As a result, standards in Information technology are also rising rapidly.
13. Visits and visitors play an important part in the life of the school and the pupils' personal development. Pupils' spiritual and cultural development benefits greatly from the residential week spent in the Lake District. Their appreciation of Lakeland beauty and curiosity surrounding the legends is expressed impressively in poetry and pottery on display. Successful links with the Parish Church have been established. School assemblies are of high quality, but pupils' spiritual development is heightened further when acts of collective worship are taken by visiting clergy. For example, during the week of inspection visitors from the church brought a giant

birthday cake to celebrate the millennium. Pupils understood the significance of the Christian message bringing peace, joy, love and hope into the next century.

14. Parents make a valuable contribution to their children's learning and the partnership between home and school is excellent. Parents and teachers trust one another and work to the same ends. Homework is a regular feature, pupils enjoy it and parents strongly support it. Whole-class homework tasks are set but, in addition, teachers are very sensitive to the needs of individual pupils, particularly when learning difficulties are encountered. The Year 5 teacher, for example, on discovering that one of her pupils became anxious during mental mathematics sessions, resolved the problem by helping the child's parents to work on examples at home until her confidence returned. Pupils with special educational needs are very well provided for. Very precise individual learning plans are prepared, and these are used by teachers in every lesson to ensure that pupils always receive the support they need.

**The headteacher, staff and governors form a strong team, which ensures the school is very well managed and pupils' learning improves.**

15. The leadership and management of the school are very good. The headteacher has only been in post since September 1997, yet he knows his staff and pupils very well. He leads by example by using his skills to teach information technology and music. His first priority was to build an effective team of staff and governors. This has been achieved, along with the formation of very good relationships with pupils, parents and the community.
16. The headteacher, staff and governors have ambitious plans for the future and a collective vision of how changes can best be introduced and improvements made. Their strategies are based on evaluating what is happening in school already, forming a clear understanding of what needs to be done and communicating this to all concerned. For example, individual education plans for pupils with special needs were considered too general when they were closely examined. These have now been worked on and very specific targets have been produced. This has made it easier for teachers and classroom assistants to provide exactly the right level of support and pupils are making very good progress. Priorities for improvement are firmly rooted in how pupils can raise their achievements, but careful consideration is given to the introduction of national incentives, such as the numeracy strategy. From such information, the school decides on its targets for raising standards and improving the quality of education in the coming years. The school improvement plan is excellent because it contains a separate section for each teacher to develop the school targets in her own classroom.
17. The highly effective way that the headteacher, staff and governors work together is reflected in the development of information communication technology. The decision was taken to implement the national scheme a year ahead of the national timescale. Governors budgeted for and provided a computer suite, staff training began, parents were informed and the planning of the curriculum commenced. Such was the momentum that the local education authority selected the school to pilot internet developments and web site design for schools. The co-ordinator and headteacher set up the computers, led the way and supported colleagues in their implementation of the scheme of work. The results are impressive and are already resulting in high attainment, particularly for pupils in Years 3 and 4. This typically illustrates how the school responds to change and largely accounts for the school's success in responding to the previous inspection issues.

## **WHAT COULD BE IMPROVED**

**Pupils' progress through Key Stage 1 could be better if teachers made more effective use of assessment and provided more challenging work for higher attaining pupils, particularly in mathematics.**

18. Teaching in Key Stage 1 is mainly satisfactory with 40 per cent being good. Teachers plan their lessons carefully and are clear about what they expect pupils to learn. When the lesson is over teachers evaluate how well the lesson went and their findings are recorded. Where the teaching is good, the findings are then used to guide the planning of the next lesson. In Year 1, for example, the teacher assessed the work completed by a group of higher attaining pupils and realised that they had not fully understood how to record answers in tens and units. This was quickly picked up and reinforced the next day.
19. In approximately one in three lessons, higher attaining pupils are not sufficiently challenged. In a Reception mathematics lesson, although the teaching objectives were clear and purposeful, pupils were not grouped according to ability. Those who did not need direct supervision were encouraged to work on their own. However, they were given the same difficulty of task as other pupils using numbers to ten, when they could have handled numbers to 15 quite comfortably. Similarly, in a Year 2 lesson, pupils benefited from the clear introduction and succeeded in identifying patterns of numbers on a hundred square. However, the teacher then set pupils the task of ordering the months of the year and writing their own questions for others to answer. Although the task was useful, it did not capitalise on the pupils' need to practice and consolidate their understanding of patterns and lacked the challenge of the introductory work. Although higher attaining pupils are expected to work independently, they have limited access to the more advanced work in mathematics. This largely explains why the school's results in the mathematics assessments for seven-year-olds are lower than they should be.
20. In reading and writing, the level of challenge is better than it is in mathematics and work is carefully matched to pupils' different levels of attainment. Parents also play a much greater part in helping pupils to improve because reading is regularly practised at home and writing tasks are often sent out as homework. However, the use of assessment is less effective than it is in Key Stage 2. For example, pupils' work is marked accurately, but praise for good achievement and pointers for improvement are seldom written. This makes it harder for pupils to know whether their work is of a high enough standard or how to make it better.

**Subject co-ordinators could make a greater contribution to monitoring standards and learning.**

21. Since the headteacher took up his post, much has been done to monitor and evaluate the work of the school. Most of the monitoring is done by the headteacher himself with support from the deputy headteacher. The headteacher visits lessons and provides feedback on the quality of teaching. This has been of particular value to the two recently appointed teachers. Samples of pupils' work are examined to assess their progress and assessment results are analysed to identify any weaker aspects. Staff and governors are informed of the outcomes of any monitoring. For example, governors use the information gathered to evaluate the effectiveness of their decision-making and to strategically plan for the future.

22. Each class teacher has the additional responsibility for managing a subject, such as mathematics or information technology, throughout the school. Co-ordinators have done much to promote teaching and learning. For example, they provide schemes of work to guide other teachers, organise resources and take a leading part in implementing educational changes, such as the introduction of the literacy hour and National Numeracy Strategy. They have responsibility for budgeting for the subject and manage resources well. Co-ordinators have clear understanding of what is happening in their own key stage, but little knowledge about the work being done in the other key stage. This severely limits their influence across the school and aspects are sometimes missed. The comparatively lower standard of mathematics at Key Stage 1 illustrates the point.
23. Results over three years indicate that the proportion of pupils reaching higher levels in mathematics at Key Stage 1 is well below the national average and this has been missed. The infant teachers' overriding aim has been to ensure that all pupils reach the level expected of seven-year-olds. This aim has been achieved, but too little attention has been given to challenging higher attaining pupils to help them reach the higher levels. The school curriculum is a good one with many opportunities to raise standards above the average, but not in mathematics. This is where monitoring standards need to be more rigorous, particularly across the key stages.

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

### **ISSUES FOR ACTION**

The school should now:

- Improve standards, teaching and learning in Key Stage 1 by:
  - developing teachers' subject knowledge of mathematics, particularly developing strategies for solving number problems;
  - using assessment more effectively to plan more challenging work for higher attaining pupils;
  - marking pupils' work more constructively to enable pupils to understand what they are doing well and how they can improve.
- Ensuring that subject leaders play a central part in monitoring and evaluating standards and assess how the curriculum is received by pupils in all classes.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	4	12	5	-	-	-

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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	16	176
Number of full-time pupils eligible for free school meals		19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register	1	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	4.5
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
	1999	10	13	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	8	8
	Girls	12	12	12
	Total	18	20	20
Percentage of pupils at NC level 2 or above	School	78(88)	87(93)	87(100)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	12	12	12
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	87(93)	87(100)	87(100)
	National	82(80)	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	15	17	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	16	16	17
	Total	30	31	32
Percentage of pupils at NC level 4 or above	School	94(86)	97(100)	100(97)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	17	15	17
	Total	28	28	32
Percentage of pupils at NC level 4 or above	School	88(90)	88(100)	100(97)
	National	68(65)	69(65)	75(72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	2
Bangladeshi	
Chinese	
White	172
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*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 – Y2**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25
Average class size	23

#### **Education support staff: YR – Y2**

Total number of education support staff	2
Total aggregate hours worked per week	45

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	8
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999
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	£
Total income	308541
Total expenditure	314161
Expenditure per pupil	1672
Balance brought forward from previous year	1957
Balance carried forward to next year	1395

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

### **Questionnaire return rate**

Number of questionnaires sent out	176
Number of questionnaires returned	98

### **Responses (percentage of answers in each category):**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	60	36	3	1	0
My child is making good progress in school	56	35	5	2	2
Behaviour in the school is good	45	50	1	1	3
My child gets the right amount of work to do at home	29	58	8	0	5
The teaching is good	54	41	1	1	3
I am kept well informed about how my child is getting on	45	43	9	3	0
I would feel comfortable about approaching the school with questions or a problem	76	22	1	1	0
The school expects my child to work hard and achieve his or her best	63	37	0	0	0
The school works closely with parents	57	39	5	0	0
The school is well led and managed	66	34	0	0	0
The school is helping my child to become mature and responsible	45	51	2	1	1
The school provides an interesting range of activities outside lessons	26	46	13	0	15