

# INSPECTION REPORT

## **STAINING C of E (VC) PRIMARY SCHOOL**

Staining, Blackpool

LEA area: Lancashire

Unique reference number: 119375

Headteacher: Mr G Bottomley

Reporting inspector: Mrs C E Waine  
23081

Dates of inspection: 26<sup>th</sup> – 28<sup>th</sup> March 2001

Inspection number: 191477

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Staining Road Staining Blackpool
Postcode:	FY3 0BW
Telephone number:	(01253) 882983
Fax number:	(01253) 896987
Appropriate authority:	The governing body
Name of chair of governors:	Mr S E Sherlock
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23081	Mrs C E Waine	Registered inspector
19558	Mr M G Hammond	Lay inspector
15478	Mr J Fairclough	Team inspector

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>8 - 12</b>
<b>WHAT COULD BE IMPROVED</b>	<b>12</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>12</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>13 - 16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Staining C of E Primary School is a popular village school. There are 247 pupils on roll, which is an average size. Pupils are drawn from a wide range of backgrounds, which are, overall, average and an average proportion are entitled to have free school meals. The school usually admits at least 35 children each school year but the current reception class is smaller, with only 27 children. Children enter the school with a wide range of attainments that are average, overall. Pupils are taught in eight classes, mostly of single age but, in order to provide classes of under 30 for the younger children, the school has had an extra classroom built and has one mixed age class. Classes for the pupils in Years 3 to 6 are large. An average proportion of pupils is on the school's register of special educational needs and an average proportion have statements of their needs. Almost all pupils are of white ethnic origin and all speak English on entry, although three pupils have English as an additional language.

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

The school is very effective and provides its pupils with an excellent start to their education. Pupils achieve very well, both in their academic and personal development. The school is very well managed and the leadership of the headteacher is excellent. Pupils are taught very well and develop very good attitudes to learning. The school gives very good value for money.

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

- Pupils achieve very well and attain standards in national tests that are much higher than those of pupils in similar schools.
- Teaching is very good and enables pupils to achieve their best.
- The school benefits from strong leadership, particularly that of the headteacher.
- An excellent Christian ethos underpins the whole of school life and promotes excellent relationships. The excellent provision for spiritual, moral, social and cultural development results in very good attitudes, behaviour and personal development.
- There are very good learning opportunities for pupils.

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

The school has no major weaknesses but, in order to improve further, should consider the following points.

- Boys do not attain as well as girls in writing, at age seven.

The school has identified this point and has already developed an action plan to improve their standards.

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

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

The school was last inspected in November 1996 and, since then, has made good improvements.

In response to the key issues of that inspection the school has:

- improved its planning and assessment procedures and these are now very good. They are used very well to identify areas for improvement and to set targets for individual pupils;
- provided wider opportunities for pupils to undertake research, personal study and collaborative working in all areas of the curriculum.

In addition, it has made many other improvements. For example, it has:

- raised its standards consistently;
- extended the building to allow for smaller classes for the children aged 4 to 7 and to provide a library and additional teaching areas;
- improved resources for information and communication technology and uses them imaginatively;
- improved the multicultural aspect of the curriculum.

## 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
	1998	1999	2000	2000
English	C	C	A	A
mathematics	A	C	A	A
science	C	D	B	A

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Pupils achieved very well in the national tests, at age 11, in 2000. They attained standards in English and mathematics that were well above the average for all schools nationally and those found in similar schools. In science, they were above the national average and well above that for similar schools. Since the last inspection, standards have risen at a similar rate to those of other schools nationally, overall, but with a much sharper rise in 2000. This was partly because of that particular group of pupils, but also because of the way in which the school has supported lower attainers and targeted potential higher attainers. Inspection evidence shows that, whilst the current Year 6 pupils did not attain as well at age seven as the previous group did, standards of work are close to those shown in the tests in 2000, although there is a little less higher attainment in all three subjects. The school sets appropriately challenging targets for attainment in mathematics and English and is successful in achieving them.

Pupils in the reception year make good progress and, when they enter Year 1, most are likely to exceed the levels expected at that age. In the national tests at age 7 in 2000, standards were well above average in reading and above average in writing and mathematics. In comparison with similar schools, standards were well above average in reading and writing and above average in mathematics. Teacher assessments show that attainment was well above average in science in 2000. Inspection evidence shows that the current Year 2 entered school with lower than the usual levels of attainment, overall. There is an above average proportion of pupils with special educational needs in this year group, including five pupils with dyslexia. Whilst all pupils make good progress, standards of work are closer to the average, overall, with fewer pupils working at the level expected than in the previous year.

Evidence from observations and work displayed around the school indicates that work in other subjects of the National Curriculum and in religious education is also above average. That in information and communication technology is well above the average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes to school. Pupils develop a thirst for learning.
Behaviour, in and out of classrooms	Very good behaviour, both in lessons and around the school. That in collective worship is exemplary.
Personal development and relationships	Very good and relationships within the school are excellent.
Attendance	Well above average, with no unauthorised absence.

Pupils are very enthusiastic about school and seek to extend their learning through personal research. They develop a strong sense of responsibility for themselves and others.

## TEACHING AND LEARNING

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

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

Teaching is very good, overall, and, in the 24 lessons observed, was always at least satisfactory. In 96 per cent of lessons, teaching was at least good. In 25 per cent of the lessons, teaching was very good and in 8 per cent it was excellent. Examples of very good teaching were found throughout the school. Teaching was particularly good in Years 5 and 6, where it was very good or excellent in two thirds of lessons and inspired pupils to work very hard and to develop an enthusiasm for learning. Teaching in English and mathematics is very good overall and the basic skills of literacy and numeracy are taught thoroughly. Teachers throughout the school provide ample opportunities for pupils to apply these skills across the whole curriculum and this develops their understanding very well. Work is very well planned to meet the needs of all pupils and help them to make good progress in lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good and meets all statutory requirements, with a strong emphasis on literacy and numeracy. A very good range of visits, visitors and out-of-lesson activities enriches the curriculum.
Provision for pupils with special educational needs	Very good. They and lower attaining pupils are very well taught in classrooms and in small withdrawal groups.
Provision for pupils with English as an additional language	There are few pupils with English as an additional language and all speak English on entry to the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is excellent and promotes an excellent Christian ethos. It promotes good attitudes and values and relationships are excellent.
How well the school cares for its pupils	The school cares for its pupils very well. There are appropriate policies in place, which are applied consistently by all staff.

The school has a very productive partnership with parents and they make a good contribution to learning and resources. Assessment procedures are very good and information is very well used to monitor pupils' progress and provide support for individuals.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is excellent. He is very well supported by a very strong staff team, who share his commitment to high standards and a Christian ethos.
How well the governors fulfil their responsibilities	Very good. Governors form an effective team and fulfil their statutory duties well.
The school's evaluation of its performance	The school compares its standards with those nationally and with those of similar schools. Effective action is taken to improve identified weaknesses.
The strategic use of resources	High levels of efficiency. Financial resources are carefully targeted to priorities for improvement.

The headteacher is an excellent leader, whose enthusiasm for education of the whole child directs the whole work of the school. His commitment is shared by the whole school community and a strong Christian ethos underpins all of the school's life. Governors work hard to ensure that they get the best value that they can for their pupils.

## 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>• Their children are well cared for and are happy at school.</li> <li>• Children make good progress and attain high standards in their work and behaviour.</li> <li>• Their children develop good attitudes to work and to others.</li> <li>• Teaching is very good and teachers have high expectations of their pupils.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Homework provision.</li> <li>• Information on their children's progress.</li> </ul>

The inspection team supports the positive views of parents. In respect of the areas that a minority of parents would like to see improved the team finds that:

- there is a good range of visits and visitors to support lessons, appropriate to the different ages of pupils. The range of lunchtime and after-school activities is very good;
- as there are no written comments to explain the negative points on homework, it is difficult to know whether parents think there is too much or too little. Some parents at the meeting indicated that there was a variation between year groups but were generally happy with what was given. The inspection team finds that ample homework is given and it is appropriate to pupils' ages. It is well planned to consolidate and extend classroom learning; and
- there are two formal parents' meetings a year. Written reports are of very good quality and give parents a clear picture of what their children can do and need to do to improve. Individual targets are shared with parents each term. In addition, teachers are approachable and happy to talk to parents if asked. Overall, the quality and quantity of information given are very good.

## **PART B: COMMENTARY**

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

**Pupils achieve very well and attain standards in national tests that are much higher than those of pupils in similar schools.**

1. In the national tests at ages seven and eleven, pupils attain standards that are higher than those in all schools nationally and much higher than those in schools with a similar background. Since the last inspection, the school has continued to improve standards gradually at a similar rate to that of other schools nationally, but with a big rise in 2000. The current focus on writing has significantly improved the proportion of pupils exceeding the levels expected in English at age 11, both in the test results in 2000 and in the current Year 6. The school sets appropriately challenging targets for attainment in mathematics and English and is successful in achieving them. It has recently been recognised by the DfEE for its excellent performance in the 2000 tests in comparison with similar schools.
2. Most children enter the school with attainment levels that are average for their age. This is confirmed by the assessments made in the children's first weeks in the reception class. They make good progress and most are on target to achieve the levels expected when they enter Year 1, ready to begin work on the National Curriculum. Many are likely to exceed the levels expected for their age in personal, social and emotional development and in early reading, writing and mathematical skills. There is a high focus on the teaching of the basic skills of communication, language and literacy and numeracy and pupils achieve particularly well in these areas. Pupils currently in Year 2 entered school with lower than average levels of attainment. The group contained a high proportion of pupils with special educational needs, including five pupils with dyslexia. Most of these pupils are boys. Although pupils made good progress, overall attainment in early literacy and numeracy skills was below the levels expected on entry to Year 1.
3. Pupils make good progress in Years 1 and 2. Most of those currently in Year 2 are achieving well and working at the levels expected for their age in reading, writing and mathematics. Standards in speaking and listening are above average and pupils are confident speakers with a good range of vocabulary. Pupils with special educational needs make good progress towards their personal targets because of the very good support they are given. In the national tests, standards are usually at least average in reading and mathematics. In 2000, they were well above average in reading and above average in mathematics. Attainment in writing was below the national average until 2000, when the effects of the good literacy lessons and the school's focus on improving writing supported a significant rise and standards were above average. In comparison with similar schools, standards in 2000 were well above the average in reading and writing and above average in mathematics. Over time, boys' attainment in reading and writing has been lower than that of girls but, in 2000, the school was successful in raising boys' standards in reading to match those of girls. They remained lower in writing and the school has worked with the local education authority to develop an action plan to rectify this situation. However, the proportion of boys with special educational needs related to literacy means that, overall, boys' attainment remains below that of girls and standards in the tests are unlikely to rise this year. Pupils write independently at reasonable length and most are beginning to use capital letters and full stops, although only a few do so consistently. Standards of spelling and handwriting are average.
4. In Years 3 to 6, pupils continue to make good progress because of the way in which teachers plan work that builds on what they have already learned. Progress in the upper key stage is particularly good because of the very high expectations of teachers and the many opportunities provided to practise the good skills that pupils have learned over time. Teachers provide stimulating lessons that motivate pupils to work productively, complete their tasks and develop a good understanding of their work. The vast majority of pupils currently in Year 6 are already attaining at the levels expected nationally in English, mathematics and science and about a third are working at the next higher level. At age seven, this group of pupils attained average standards in reading and mathematics, but well below average standards in writing. The success of the school's planning to improve the standard of writing is evident in the quality of pupils' work, which is now well above

average. They enjoy a wide range of challenging and interesting activities, producing lengthy pieces of writing. For example, they write biographies of people that they know, such as neighbours and relatives, organising their writing into booklets, chapters and paragraphs. Standards of spelling and punctuation are good. Pupils use their skills very well across the whole curriculum in researching and reporting on their work. Numeracy skills are very well taught and pupils are working at above average levels in mathematics lessons, whilst their ability to apply their skills is well above average. Again they have many opportunities to practise and apply skills in real life situations and this extends their understanding very well. For example, when they took part in the 2001 National School Census, they collected data and presented it in the form of graphs, using computers. They then extracted information to compare their school with others in the North West and across the whole country. Attainment in science is also above average. Pupils have good skills and a good depth of knowledge and apply these well in independent observation and investigation. This is a credit to the school in view of the large class sizes, which mean that space is at a premium and makes such investigation difficult. In the results of the 2000 national tests, standards in English and mathematics were well above the average for all schools. In science, they were above average. In each subject, most pupils attained the level expected for their age and around half attained the next higher level. In comparison with similar schools, attainment was well above average in all three subjects.

5. Throughout the school, those pupils with special educational needs are supported very well. They have clear, personal learning targets and teachers and support staff help them to take a full part in lessons. Higher attainers are very well challenged by their work and are actively encouraged to extend their own learning through personal research and independent investigation. For example, higher attainers in mathematics take part in a lunchtime club, where they are involved in video conferencing with a local high school. They communicate with high school teachers who demonstrate and set weekly challenges for them. Overall, both groups make very good progress towards their personal targets.
6. At age 11, attainment in information and communication technology (ICT) is well above the levels expected. Pupils develop good skills early on and older ones practise these regularly in lessons and in breaktimes, when they have access to the computers in a resource area. They search the Internet confidently and discriminate well to select appropriate information. Written work is enhanced by the use of word processors, with pictures and images inserted. Pupils monitor the weather over a period of time, using the school's electronic weather station, and use the information to look for patterns. They control events electronically, such as when creating a car park barrier system with traffic lights. All pupils use the computer to record their choice of library books and this enables the school to maintain a stock record and monitor pupils' reading habits.
7. Pupils are proud of their work and this is reflected in the good standard of handwriting and presentation. Their work is celebrated in many attractive displays that show evidence of above average work across the curriculum.
8. There are many contributory factors towards the high standards, one of the most notable being the very good quality of teaching. Other significant factors include the pupils' own attitudes to learning, an interesting and stimulating curriculum and the good support given by parents.

#### **Teaching is very good and enables pupils to achieve their best.**

9. The quality of teaching is very good and, during the inspection, some excellent lessons were observed. Teaching in all lessons was at least satisfactory; it was good in 63 per cent of lessons, very good in 25 per cent and excellent in a further 8 per cent. There was some very good teaching throughout the school but, in Years 5 and 6, it was particularly good. Pupils' work, in books and displays, indicates that this standard of teaching is usual for the school. Teachers have a clear focus on helping pupils to attain the nationally expected levels in English, mathematics and science, and the teaching of the basic skills of literacy and numeracy is especially good. The quality of teaching has improved since the last inspection, when nine per cent was unsatisfactory and only 21 per cent was very good or excellent. Staff selection procedures have been very effective and recent appointments, both permanent and temporary, have enhanced the quality of teaching.

10. Teaching for the children in the reception class is good, sometimes very good. The teacher and nursery nurse work well together in planning an appropriate curriculum. They place a high priority on pupils' personal, social and emotional development and the teaching of basic literacy and numeracy skills and provide well for this. For example, they ensure that children learn to form numbers and letters correctly and to leave spaces between them where appropriate. They have a good understanding of the needs of young children and plan lessons that provide a wide range of practical experiences. The teacher introduces the lessons in a lively manner and makes very good use of resources to demonstrate to pupils and involve them. For example, she uses a number line with a concealed window to support pupils when learning the order of numbers to 10 and 20, hiding numbers and asking pupils to work out which one is concealed.
11. In Years 1 to 6, teachers have very high expectations of their pupils and plan interesting and exciting lessons to help them achieve as well as they can. Teachers share their learning targets for lessons with pupils and, in the best lessons, tell them how they can improve on previous work. They set a lively pace in introductory sessions, making very good use of their resources and involving pupils well. Pupils are motivated to work hard and teachers set a brisk pace, such as when they tell pupils how long they have to complete their tasks. No time is wasted and pupils complete a good amount of work in lessons. Lessons are often made real by the opportunity to learn and practise skills in a real life situation. For example, pupils write a series of letters about environmental concerns in their locality. At the end of lessons, time is very well used to share and consolidate what has been learned.
12. Throughout the school, relationships between teachers, other staff and pupils are of high quality and promote pupils' self-esteem effectively. Teachers assume that pupils will concentrate on learning and that behaviour will be good. Pupils respond to this positive approach, work hard and behave very well. Teachers constantly assess their pupils' progress and use their information well to plan work that builds upon their skills and knowledge progressively. This is an improvement on the previous inspection, when assessment was not consistently linked to planning either the curriculum or the next steps for individuals. Teachers' planning for those who have special educational needs, or who are lower attainers, is very good and enables them to work in small groups or alongside other pupils in the classroom on the same topics at their own level. This supports their access to the full curriculum and promotes their self-esteem well. Planning for the pupils who are higher attainers is also very effective and challenges them well.
13. In the parents' questionnaire, some parents indicated that they were concerned about the provision of homework. As only one parent commented on this point, there is no clear evidence of whether they feel that there is too little or too much. At the meeting with parents, it was said that one class got homework less regularly than others but that parents were happy about this because what was given was of very good quality. Evidence from observations and pupils' books shows that teachers tailor homework well to consolidate and extend what has been learned in lessons.
14. Overall, the quality of teaching is very good and is a major factor in pupils' achievement.

**The school benefits from strong leadership, particularly that of the headteacher.**

15. The headteacher is an excellent leader who has a strong commitment to promoting high standards and pupils' personal development in a Christian environment. As at the time of the previous inspection, his boundless enthusiasm for the education of the whole child is a significant factor in the school's success. He leads and manages the school extremely well and takes a full part in all its activities. He has the full support of his staff and governing body and parents and pupils express confidence in him. He has built a strong and enthusiastic staff team, who share his commitment, and relationships within the school are excellent. Between them, the staff create a very effective learning environment. Subject co-ordinators have time to fulfil their roles; they develop a clear overview of their subjects and are effective in promoting improvements.
16. The governing body is knowledgeable and effective and its members work well as a team. They fulfil all their statutory duties and manage the school very well, sharing the commitment of the headteacher and staff to high standards, in the context of a Christian community. Governors are closely involved with the school's developmental planning and direct their financial resources to the

identified needs of the plan. Long-term financial planning is very good and governors target money to important priorities, such as the provision of costly extra teaching and resource areas. Governors compare the school's standards carefully with those of other schools, understanding its strengths and knowing what it needs to do to improve. They each have a subject link and their discussions with co-ordinators help them have a very clear overview of school life and subject standards. Governors work hard to ensure that they get the best value that they can for their pupils.

17. Good use is made of modern technology, both in classrooms and in the administration of the school. Administrative procedures are very efficiently handled by the school secretary, which allows the headteacher and staff to concentrate on educating the pupils.
18. Overall, the headteacher, staff and governing body form an effective team that achieves the school's aims of promoting high standards in a Christian community.

**An excellent Christian ethos underpins the whole of school life and promotes excellent relationships. The excellent provision for spiritual, moral, social and cultural development results in very good attitudes, behaviour and personal development.**

19. The school's work is firmly embedded in its Christian values and all members of the school community are valued and cared for well. Relationships within the school are excellent; pupils relate to each other in a mature way and older ones are eager to help younger ones.
20. Spiritual development is excellent and pupils develop a good understanding of their place in the school community. The importance of faith in the life of the school community is apparent in the way it is celebrated and in the opportunities that pupils have to pray and reflect in a meaningful way. For example, as pupils enter the hall for collective worship, they sit quietly, reflecting on the theme for that day and time for personal reflection is also given as pupils pray. There are close links with the local church, which supports spiritual development well. Throughout the curriculum there are many opportunities for pupils to reflect and consider their place in the school community.
21. A strong moral code underpins the school's behaviour policy and pupils understand what is expected of them. Resultant standards of behaviour are very good. The positive and relaxed way in which teachers manage their pupils promotes mutual respect between adults and pupils and successfully promotes very good attitudes to school. Pupils respond with enthusiasm to the stimulating lessons that teachers plan and enjoy their work. They are keen to come to school and take a full part in activities. Pupils have many opportunities to take responsibility for their own learning and many actively seek to extend it outside lessons, such as by using computers in their lunch breaks to investigate further.
22. There are ample opportunities provided for social development, through paired and group work in lessons and in the very good range of activities. Staff provide excellent role models for pupils and there is mutual respect between the whole school community. Pupils co-operate well with each other; they share and take turns with resources and play happily together in the playground. They collaborate well in group work, sharing ideas and working constructively together. They listen with respect to each other and are sensitive when evaluating others' work. There are many opportunities for pupils to accept responsibility, particularly as they get older, and they do so in a very mature manner. Where they see a need to act to support others, they do so, unprompted by adults. For example, pupils offered help to inspectors in many ways during the inspection, such as by offering chairs when they entered classrooms. Pupils consider social and moral issues in the curriculum, such as the effects that man has on the local environment.
23. Provision for pupils' cultural development has improved since the previous inspection and they now study the richness of other cultures as well as their own. For example, they study Japanese art and that of the American Plains Indians, as well as that of European artists, such as Picasso. They have a good knowledge and understanding of the lives, beliefs and customs of other faith groups. Their own culture is promoted well through many aspects of the curriculum, such as music, art and local studies in geography and history.
24. Overall, as at the time of the previous inspection, this provision is a great strength of the school and

contributes significantly to the high standards achieved.

**There are very good learning opportunities for pupils.**

25. The curriculum is broad and balanced. The amount of time devoted to different subjects is similar to that in most schools and the quality of the lessons is very good, contributing well to learning and personal development. Planning has improved since the previous inspection and is now very good, with clear learning targets and work well matched to the needs of individuals. Good attention is paid to the progressive development of basic skills, particularly in literacy, numeracy and information and communication technology and to providing opportunities to apply them.
26. The curriculum is enriched by the many visits that pupils make and by an extensive range of expert visitors to the school. For example, all pupils contribute to the design of stained glass windows, completed in association with a local company. The finished work enhances the building and reflects a pride in the school. The annual residential visit to Borwick Hall extends older pupils' practical skills in many aspects of the curriculum, particularly geography and history, as well as developing their social skills.
27. Parents contribute well to the curriculum by their support for the programme of homework and by volunteering to help in lessons. Those who do help in lessons are well informed about what is expected of them, so that they can focus clearly on what is important. Many parents work with staff at the school's weekly Dolphin Swimming Club, which promotes good standards in swimming. The parents' association supports the curriculum very well by its financial support for resources.
28. The curriculum for the children in the reception class has been successfully matched to the new national guidelines for that age group. It provides for many practical and interesting activities that promote very good progress in the required areas of learning. The National Curriculum for other pupils is very well planned and teachers take good note of the assessments they make of pupils to ensure that work is well matched to the needs of all. Work is interesting, motivates pupils very well and provides many opportunities to apply skills learned in meaningful situations. There are high levels of challenge for all pupils and particularly so in Years 5 and 6. For example, in the summer term, Year 6 have to produce a school magazine in four days, writing and collating articles from each year group, planning the layout in a desktop publishing program and printing and distributing it by the end of the week. Pupils are totally involved in their lessons because they enjoy them. Many opportunities are provided within the curriculum for pupils to become independent learners and they accept these with enthusiasm. This is an improvement on the previous inspection when such opportunities were limited.
29. The results of national assessments are thoroughly analysed to highlight curriculum areas for development. The most recent point identified was the writing curriculum and this has been much improved. The success of the improvement is evident in the significant rise in standards and in current work.

**WHAT COULD BE IMPROVED**

**At age seven, boys' attainment in writing is not as good as that of girls.**

30. In the national tests in writing at age seven, girls consistently attain higher standards than boys. This was also the case in reading until 2000, when boys' standards rose dramatically to match those of girls. Writing has been identified as an area of development for the whole school and this has been very effective in raising standards in English at age 11. However, it has not yet been as successful at age 7.
31. The school has drawn up an action plan to remedy this situation with the support of the local education authority's literacy advisers. This is now being implemented but is not yet fully in place and boys' writing in the current Year 2 class is still not as well developed as that of girls. This situation is compounded by the above average proportion of boys in this age group who have special educational needs, including five who are dyslexic.

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

In order to raise standards still further the school should fully implement the action plan to raise boys' standards in writing at age 7 (paragraphs 30 and 31).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	25	71	4	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	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	247
Number of full-time pupils known to be eligible for free school meals	38

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	45

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.2

#### 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
	2000	19	16	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	15	16	16
	Total	33	34	34
Percentage of pupils at NC level 2 or above	School	94 (88)	97 (76)	97 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	16	16	16
	Total	33	35	35
Percentage of pupils at NC level 2 or above	School	94 (79)	100 (94)	100 (85)
	National	84 (82)	88 (86)	88 (87)

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
	2000	21	18	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	15	15	16
	Total	34	35	37
Percentage of pupils at NC level 4 or above	School	87 (69)	90 (74)	95 (66)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	18
	Girls	15	15	16
	Total	34	34	34
Percentage of pupils at NC level 4 or above	School	87 (69)	87 (71)	87 (71)
	National	70 (68)	72 (69)	80 (75)

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	1
Bangladeshi	0
Chinese	2
White	216
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)	9.8
Number of pupils per qualified teacher	25
Average class size	31

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

Total number of education support staff	7
Total aggregate hours worked per week	121

### ***Financial information***

Financial year	2000/2001
----------------	-----------

	£
Total income	430493
Total expenditure	412704
Expenditure per pupil	1631
Balance brought forward from previous year	91969
Balance carried forward to next year	109758

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	247
Number of questionnaires returned	137

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	1	1	0
My child is making good progress in school.	54	45	1	1	0
Behaviour in the school is good.	53	43	2	0	1
My child gets the right amount of work to do at home.	36	39	17	7	1
The teaching is good.	60	35	4	0	1
I am kept well informed about how my child is getting on.	41	39	16	4	1
I would feel comfortable about approaching the school with questions or a problem.	68	22	5	5	0
The school expects my child to work hard and achieve his or her best.	63	34	1	1	1
The school works closely with parents.	36	50	9	4	1
The school is well led and managed.	53	37	6	1	2
The school is helping my child become mature and responsible.	57	37	3	2	1
The school provides an interesting range of activities outside lessons.	25	41	24	6	4

There were few written comments made by parents and, therefore, it is difficult to assess whether the concerns about homework were about the quantity or quality. Parents at the meeting were very positive about all aspects of school life. They said that, although one teacher gave homework less regularly than the others, what was given was of very good quality and this redressed the balance. Similarly, there were no comments about the concerns about information. Parents at the meeting said there was ample information, of very good quality, and that staff are always willing to discuss their children's progress if asked.