

# INSPECTION REPORT

## **EASTFIELD PRIMARY SCHOOL**

Kingston upon Hull

LEA area: Kingston upon Hull

Unique reference number: 117772

Head teacher: Mr BG Beilby

Reporting inspector: Miss WLR Hunter  
3277

Dates of inspection: 5<sup>th</sup> – 6<sup>th</sup> June 2001

Inspection number: 191883

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Anlaby Road Kingston upon Hull
Postcode:	HU4 6DT
Telephone number:	01482 351150
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Appropriate authority:	The governing body
Name of chair of governors:	Mr B Bradley
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Eastfield Primary School is situated right on the boundary between Kingston upon Hull and the East Riding of Yorkshire. As a result, it draws pupils from a very wide area and from a mixed range of backgrounds. The school's intake has changed since the last inspection and is continuing to do so. Many parents from outside the immediate locality are choosing to send their children to the school and some of these local areas suffer from significant social and economic disadvantage. When families move out of the area they often prefer to keep their children in Eastfield. As a result, the school is very popular and is over-subscribed.

The school does not have a nursery. It accepts 100 children into reception each year and most have had some form of nursery education or pre-school experience. The children are organised into three classes, with the youngest children kept together in one class. To keep the classes to the recommended size, a small number of reception children are also put into classes with Year 1 pupils. Children's attainment covers a very wide range but is broadly average on intake to the reception year, although an increasing number of children are showing signs of lower language skills than typically expected for their age. There are 666 pupils in the school – this is much larger than most other schools and makes Eastfield the biggest primary school in Kingston upon Hull. The number of boys and girls are reasonably balanced but there are more boys in Years 4 and 5, and Year 5 has a high level of pupils with special educational needs. There are 115 pupils on the school's register for special educational needs – four of whom have statements of specific need. The school has a lower than average level of free school meals. There are a few pupils from minority ethnic backgrounds and nine pupils are recognised as having English as an additional language, although they all speak fluent English. The school is based on a site shared with the Adult Education Service.

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

This is a very good school. The leadership and management are excellent. Consequently, the school is very successful and is giving very good value for money. Teaching is good and often very good. Pupils have very good attitudes and reach high standards by the end of Year 6, especially in mathematics and science.

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

- The leadership and management are excellent and support the school's very good progress and development.
- Standards in mathematics and science are particularly high by the end of Year 6.
- The provision for pupils' moral and social development is very good. As a result, pupils have very good attitudes and behave extremely well.
- The quality of teaching is good in reception and Key Stage 1 and is very good in Key Stage 2. Consequently, pupils learn at a good rate in the early stages then this accelerates as they grow older.

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

- There is a slight imbalance in the attention paid to the different aspects of religious education in Key Stage 2.

*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 January 1997. It has made very good progress against all the issues identified at the time and has also made a great deal of other improvements since then. Rigorous and

effective monitoring systems have been introduced and the school now evaluates and analyses its own work and performance extremely well. Extensive building work has provided a much better learning environment for children in the reception classes and has also allowed the school to develop specialist teaching areas for science and technology, and to improve its computer facilities. The school has changed its approach to teaching literacy and numeracy by ‘setting’ pupils into groups on the basis of their abilities, and has also introduced some specialist teaching. This has successfully driven improvements and raised standards in English, mathematics and science. Standards in information and communication technology (ICT) have also improved and teachers now make more use of ICT to support pupils’ learning in other subjects.

## 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	B	C	C	C
mathematics	A	C	B	A
science	A*	A	A*	A*

Key	
Top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests for 11 year olds last year, the school’s results were similar to the national average in English, above average in mathematics and very high (in the top 5 per cent of schools) in science. The school did particularly well in mathematics and science when its performance was compared to other schools with a similar level of free school meals. Girls performed very well in all subjects. Boys did not do quite so well but they still achieved better than the typical national performance for boys.

Last year’s English results were lower than the other subjects, but this has been carefully analysed by the school and was due to a small group of pupils who missed reaching the levels their teachers expected by a few marks. Since then, the school has also put a lot of work and effort into raising standards in English and the head teacher and staff are confident that this year’s results will show a marked improvement. Standards of work in the current Year 6 classes suggest that this is right and also show that the school is maintaining its trend of high performance in mathematics and science.

The school sets challenging targets and strives to achieve them from an average starting point. When children begin in the reception classes their attainment is typical for four year olds although there is an increasing trend of children having difficulties with language. By the end of Year 2, pupils are working above the levels expected for seven year olds in English, mathematics and science. By the end of Year 6, standards in English are satisfactory and standards in mathematics and science are high. The school’s constant drive to improve its performance is supported by the very good teaching taking place in Key Stage 2 and the arrangements for ‘setting’ pupils into groups with other pupils of a similar ability.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils thoroughly enjoy their work and try hard.
Behaviour, in and out of classrooms	Very good. Pupils clearly know the difference between right and wrong. Older pupils are mature, responsible and readily accept responsibility.
Personal development and relationships	Very good. Pupils feel part of the school community and have very good relationships with each other.
Attendance	Satisfactory. Rates of attendance are similar to the national average.

Pupils develop positive and mature attitudes. They are proud of their school and are keen to do well for their teachers.

## 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.*

Twenty three lessons were seen. Teaching was satisfactory in 9 per cent of these lessons, good in 47 per cent, very good in 35 per cent and excellent in the remaining 9 per cent of lessons. The quality of teaching has improved since the last inspection and is one of the main reasons why the school is performing so well. Teaching is particularly strong in Key Stage 2 where pupils are organised into sets on the basis of their literacy skills. This setting arrangement helps teachers to match work tightly to pupils' individual needs and, as a result, pupils make particularly good progress in their learning. This is especially true for pupils with special educational needs who are supported well and taught in smaller groups, but not at the expense of the higher attaining pupils who are also challenged and expected to succeed.

Teachers have good knowledge and understanding of the subjects and topics they teach. However, the school has recently changed from one religious education syllabus to another and this has caused an imbalance in the curriculum and left some staff with uncertainties about what they are trying to teach. Literacy and numeracy skills are taught very well. Teachers are confident and comfortable with these areas and plan their lessons thoroughly. They set challenging targets and encourage pupils to do their best.

The school regularly provides placements for student teachers and has an excellent reputation for providing high quality support. A number of students were working alongside teachers in the lessons observed and they made a good contribution to the quality of pupils' learning. Similarly, the school employs a large number of classroom assistants and adult support staff who all contribute well to the high quality of work taking place.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has a broad and balanced curriculum although there is a slight imbalance in religious education in Key Stage 2.
Provision for pupils with special educational needs	Very good. These pupils are supported particularly well by the setting arrangements in Key Stage 2 but are also given additional high quality support for their specific needs. As a result, they make very good progress and do well.
Provision for pupils with English as an additional language	The school does not provide any specific support because all pupils are fluent in English and achieve just as well as their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral and social development is very good and is a particular feature of the school, giving rise to pupils' very positive attitudes, behaviour and relationships. The school offers an impressive range of extra-curricular activities and these support pupils' personal development well.
How well the school cares for its pupils	Very good. This is a big school but there is a strong family atmosphere and sense of community. Each pupil is valued, cared for as an individual and encouraged to reach their full potential.

The school is held in high regard by parents, who actively select this school for their children. The transition from one syllabus to another in religious education has caused some teething problems in Key Stage 2 and is affecting the balance in pupils' learning about different faiths.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The head teacher has a strong charismatic presence and has established an effective management structure that is appropriate for a school of this size. Senior managers and key staff readily accept the responsibility delegated to them and hold themselves accountable for developments and improvements.
How well the governors fulfil their responsibilities	Good. Governors are well informed and support the school very well. They rightly place high levels of confidence in the head teacher and staff.
The school's evaluation of its performance	Excellent. The school has carefully analysed the results of previous tests and assessments and has taken positive action to tackle the issues arising.
The strategic use of resources	Excellent. The school uses staff and money strategically with the prime aim of raising standards.

The excellent leadership and management of the school, and of the head teacher in particular, are having a positive influence on the standards achieved and are supporting the continued improvement and development of the school's work. The strategic use of staff and money has provided the benefits of specialist accommodation and additional staffing alongside the advantages of members of the senior management team who do not hold class-based responsibilities. The school considers the pros and cons of all spending decisions and actively applies the principles of best value.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school is well led and managed.</li> <li>• The staff are approachable and parents feel that they are kept well informed about how their children are doing.</li> <li>• The teaching is good and their children make good progress.</li> <li>• The school encourages their children to become mature and responsible, and standards of behaviour are good.</li> <li>• The school has high expectations and produces good standards.</li> </ul>	<p>There were no areas for improvement identified by the parents.</p>

Parents hold the school in very high regard and are right to do so. This is a very good school that is particularly well led and managed. Teaching is strong and, as a result, standards are high. Pupils enjoy their work and are proud of their school. Parents are kept well informed and are encouraged to work in partnership with the school to support their children.

## **PART B: COMMENTARY**

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

**The leadership and management are excellent and support the school's very good progress and development.**

1 The head teacher leads and manages the school exceptionally well. Self-evaluation systems are well embedded in the school, with the result that the head teacher has a very clear grasp of how the school is performing and where attention needs to be focussed. He has established a strong and effective partnership with staff, parents and governors. As a result, everyone is given the chance to be involved in the development of the school and to be part of its success.

2 The head teacher delegates very well and staff respond to this by rising to the challenges they face in their individual areas of responsibility. Senior managers and key staff readily accept the responsibilities delegated to them and hold themselves accountable for leading developments and improvements in their nominated areas. This is a major factor in the school's success. For example, the information and communication technology (ICT) co-ordinator has played a crucial role in making decisions about the resources needed to support the curriculum and has been instrumental in supporting the professional development of colleagues to be sure that they have the necessary knowledge, skills and understanding to teach ICT to their own classes. Similarly, the literacy, numeracy and science co-ordinators have been pivotal in securing the school's performance in the national tests at the end of Key Stage 2. They are supported well by 'shadow' co-ordinators, who provide additional support and help to share the load of management responsibility in a school this size.

3 The school uses staff and money strategically with the prime aim of raising standards. For instance, money has been carefully channelled into improving the teaching facilities, such as a specialist science and technology room, a computer suite and an attractive outdoor play area for children in the reception classes. Additional teaching staff and classroom assistants have been employed and the skills of individual teachers are used well, for instance to allow some specialist, focused teaching in literacy, numeracy, science and design and technology. The school also benefits from the fact that the deputy head teacher does not hold responsibility for a class and is therefore available to teach focused groups in Key Stage 2 and to underpin the school's assessments of pupils' learning. Also, an assistant head teacher provides support to allow colleagues some time out of their own classes to carry out their management roles and responsibilities more effectively.

4 Governors support the school very well. They rightly place high levels of confidence in the head teacher and staff but also make sure that they keep themselves well informed. Consequently, governors have a good understanding of how the school is working and know which areas are particular strengths and where improvements are needed. Governors are also particularly well informed about how well the school is performing in the national tests. This is because the head teacher and deputy head teacher have carried out meticulous analysis of previous test results and assessments and have identified trends, patterns and any issues to be considered.

5 The excellent leadership and management of the school, and of the head teacher in particular, are having a positive influence on the standards achieved and are supporting the continued improvement and development of the school's work.

**Standards in mathematics and science are particularly high by the end of Year 6.**

6 The school has performed well in mathematics and science over recent years and is maintaining this trend. For example, in the national tests for 11 year olds last year, the school's results

were above the national average in mathematics and were very high (in the top 5 per cent of schools) in science. These results were well above average in mathematics and very high in science, when compared to schools with a similar level of free school meals. In both subjects, very few pupils did not reach the level expected for 11 year olds and most pupils reached the higher levels in the tests. The school has a rigorous programme of revision and preparation in place for these tests, but there are many other reasons why it is doing so well in these subjects. The subjects are being led well by enthusiastic co-ordinators and this is complemented by the school's 'setting' arrangements for teaching groups in Key Stage 2, specialist teaching arrangements and well resourced accommodation, which all impact positively and contribute to the high standards.

7 Pupils in Key Stage 2 are organised into teaching groups on the basis of their previous attainment in English and are then taught in these groups for all other subjects. This 'setting' arrangement means that pupils are generally working with others of similar ability and, in the few instances where they are at different levels in English and mathematics, the school provides additional support to make sure that their particular needs are met in each subject. This 'setting' arrangement has the positive benefit of narrowing the range of diverse needs in each teaching group and allows teachers to focus more precisely on the needs of each individual pupil.

8 The consistently high quality of teaching in Key Stage 2 is another factor in the school's success. Teachers have good knowledge and understanding in mathematics. They plan and prepare their lessons well in order to challenge pupils at the same time as making learning fun. For example, in a lesson with the 'middle set' of pupils in Year 6, the teacher followed up work on three-dimensional shapes by giving them homework to count the number of faces, edges and vertices on a football. The pupils responded enthusiastically and rose to the challenge – some even managed to spot a pattern in their work and began to think about how they could use a formula to help them find the answer. The school uses the knowledge and expertise of the science co-ordinator by operating a specialist teaching approach in Key Stage 2, where he teaches many of the lessons. This has a particularly good effect on pupils' learning. For instance, in a Year 5 lesson on seed dispersal, pupils learnt that a sycamore seed is a 'perfect' gyrocopter then tried to simulate this by making models and carrying out their own investigations. The teacher's enthusiasm for the subject, and excellent knowledge of investigative science, ensured that pupils succeeded in their task but also learnt the importance of keeping their investigations fair.

9 The school has established a well resourced science and technology room. This provides a very good environment to support pupils' practical investigative work and gives plenty of space for them to display their achievements. For example, Year 5 pupils have designed and built containers to hold 80ml of water at 80 degrees Celsius then used data logging equipment to monitor the effectiveness of their containers. Year 6 pupils have investigated organic cultivation and have carried out research about hydroponics for homework. The availability of this specialist room is a positive feature in the school's provision, especially for science.

**The provision for pupils' moral and social development is very good. As a result, pupils have very good attitudes and behave extremely well.**

10 The school's provision for pupils' personal development, and their moral and social development in particular, has improved since the last inspection. This is a very happy and caring school with a genuine family atmosphere, which is a particular achievement in a school of this size.

11 The large size of the school means that there are several classes in each year group. A year group co-ordinator takes responsibility for leading the team of staff in each year group. This is a pivotal role in the school's management structure and is particularly effective in providing pupils with a network of adults who know them well and are there to support their individual pastoral needs. In

addition, the head teacher, deputy head teacher and assistant head teacher have a high profile and make sure that they keep in touch with pupils of all ages to guide and support them through their time in the school.

12 Pupils are encouraged to take responsibility and develop independence from an early age. For instance, when playing on wheeled vehicles in the outdoor play area, reception children are expected to observe the road markings on the ground, travel in the right direction in the one-way system, and give way to people on the zebra crossing that links the reception classes to the rest of the school. Older pupils readily accept jobs as ‘monitors’, such as manning the school’s main reception desk at lunchtime and helping to prepare for assemblies. Pupils in Key Stage 2 are actively involved in the decision making process in the school through the school council. This group meets regularly and these pupils take great pride in their contribution to the school’s work.

13 The school has a very good system of rewards, which are given to pupils to celebrate personal effort and success as well as group achievements. These place an emphasis on praise and positively reinforce all the good things taking place in the school. For example, pupils strive to collect the ‘terrific tickets’ that are given out by staff and are keen for their class to gain the highest total each week. Pupils are also rewarded by certificates from dinner ladies for good manners and behaviour at lunchtimes, and a range of other awards, such as certificates for attendance and the best behaved class. Assemblies are used well to focus on pupils’ achievements and this builds a sense of citizenship and belonging within the school.

14 The school makes very good use of the local community to broaden pupils’ social skills. For example, ‘Industry Days’ for pupils in Years 5 and 6 give them a chance to meet local business people and help them to understand the social and communication skills needed to be successful in the outside world. There are lots of speakers and visitors to the school who make strong contributions to pupils’ social development, and numerous school excursions that provide a variety of experiences. There is also an impressive range of extra-curricular activities, including French, dance and judo, and pupils are encouraged to take part in sporting competitions, such as local soccer leagues. These activities all build team spirit and help pupils develop a sense of identity for themselves and as part of the wider school community.

15 The school is constantly striving to maintain and improve academic standards but has not lost sight of the personal and pastoral needs of the pupils. It makes every effort to ensure that pupils develop as well-rounded individuals with a sense of personal worth and community spirit. As a result, pupils are very well behaved and have very good attitudes. The school is a welcoming and friendly place in which pupils are given ample opportunities to do their best.

**The quality of teaching is good in reception and Key Stage 1 and is very good in Key Stage 2. Consequently, pupils learn at a good rate in the early stages then this accelerates as they grow older.**

16 The quality of teaching has improved since the last inspection and is one of the main reasons why the school is performing so well.

17 Teaching is good in the reception classes. Staff have a secure understanding of the needs of young children and offer a good range of activities to build on their previous experiences in a variety of nurseries and play groups. Lessons are planned well and children are given access to a broad range of resources to support their learning. For example, in one lesson, children all had an individual clock face to help them learn to tell the time. In another lesson, a group of children looked at different objects (such as sea shells and fishing nets) linked to their theme of holidays and talked about them with a nursery nurse, while others developed their physical skills by playing outside on wheeled vehicles and

'space hoppers'. The teaching in reception places a strong emphasis on developing children's language and communication skills. Staff do this well by taking time to talk to children about their work and by asking carefully worded questions to encourage them to explain their thoughts and ideas. For instance, one teacher talked at length to children about the items they had identified to take with them on holiday and, by asking them why they chose each item began to get the children to justify their choices.

18 The good teaching in reception helps children to settle quickly and to develop positive attitudes and interest in their work. Children make good progress in developing their language and numeracy skills, and make particularly good progress in their personal and social development. As a result, most children are working at the levels expected for their age by the time they are ready to move into Year 1.

19 Teaching is good in Key Stage 1. Teachers plan their lessons carefully and match activities well to the different range of needs and abilities in their classes. They challenge pupils with well focused questions and use resources effectively to support learning. For example, in a mathematics lesson in Year 2, the teacher used a 'home made' robot to illustrate how function machines work by putting a number in one end, carrying out a mathematical operation, then getting an answer out the other end. This captured pupils' imagination and held their interest throughout the lesson. Teachers continue to build on the positive start that children have had in reception, especially in literacy and numeracy, with the result that pupils continue to make good progress in their learning throughout the key stage. Consequently, by the end of Year 2, pupils are working above the levels typically expected for seven year olds in English, mathematics and science.

20 Teaching is particularly strong in Key Stage 2. Here, pupils are organised into sets on the basis of their literacy skills. This setting arrangement helps teachers to match work tightly to pupils' individual needs and, as a result, pupils make particularly good progress in their learning. This approach provides good support for pupils with special educational needs and helps them to succeed. It also means that higher attaining pupils are challenged effectively, and this is one of the reasons why the school is performing so well. For example, in a 'top set' literacy lesson in Year 6, pupils were given the endings of six unknown novels and were asked to categorise them and justify their answers. Pupils rose to this challenge and identified features such as the 'genre' and 'audience' that could influence the style of the ending.

21 The school uses the interests and expertise of the teachers very effectively. In Key Stage 2, there is some specialist teaching taking place and this is another positive influence in the school's performance, especially in English, mathematics and science. Teaching in ICT has improved significantly since the last inspection, and this mirrors a rise in the standards across the school. Teachers, and classroom support staff, have all had extensive training. This has raised their confidence and knowledge in the subject to the point where most staff are now involved in teaching skills-based lessons in the school's computer suite. In a Year 3 lesson, where pupils were introduced to databases for the first time, the teaching was excellent. In this instance, the teacher was thoroughly prepared, gave a very clear demonstration using the high quality resources available, and set timed challenges for the pupils to solve. There was a clear, progressive development in pupils' skills throughout this lesson with regular, careful assessments linked back to the initial learning objectives set by the teacher.

22 A distinctive feature of the teaching throughout the school is the effective way in which teachers use questions to engage pupils in discussions about their work. For instance, when asking pupils to explain their reasoning and working in mathematics or when encouraging them to talk about their choice of vocabulary in English. This approach helps pupils to develop confidence in themselves and to learn from their own mistakes.

23 The school regularly provides placements for student teachers and has an excellent reputation for providing high quality support. A number of students were working alongside teachers in the lessons observed and they made a good contribution to the quality of pupils' learning. Similarly, the school employs a large number of classroom assistants and adult support staff who all contribute well to high quality of work taking place.

## **WHAT COULD BE IMPROVED**

### **There is a slight imbalance in the attention paid to the different aspects of religious education in Key Stage 2.**

24 The school meets its statutory requirement to teach the locally Agreed Syllabus for religious education. However, this syllabus has recently changed and teachers are still trialing the new guidance they have received. This has worked effectively in Key Stage 1 but has caused a slight imbalance in the curriculum in Key Stage 2.

25 In Key Stage 2, the school has chosen to teach the three faiths of Christianity, Judaism and Islam. However, in some lessons in Years 3 and 4, teachers have picked activities that do not match these requirements. For example, pupils' work shows that they have been studying Christianity plus some aspects of Sikhism and Buddhism. The religious education co-ordinator is aware of this and has identified the need to make sure that teachers have the necessary training to develop their knowledge of the Islamic faith and to provide work that is now appropriate to their classes.

26 The new Agreed syllabus places a strong emphasis on developing pupils' reflection and response to religion alongside broadening their knowledge and understanding of different faiths. Although discussion clearly forms an important part of pupils' work, there is an over emphasis on oral work in Years 5 and 6. Consequently, pupils do not have sufficient breadth and balance in their work to make sure that they develop a deep enough understanding of the faiths they are required to study.

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

27 The school should now:

- (A) Improve the breadth and balance in the religious education curriculum in Key Stage 2, by:
- making sure that teachers in Years 3 and 4 plan a curriculum that pays sufficient attention to Christianity and two other specific major world faiths;
  - making sure that teachers in Years 5 and 6 pay sufficient attention to developing pupils' knowledge and understanding of major world faiths;
  - improving teachers' knowledge and understanding of what pupils should be taught about the Islamic faith;
  - making sure that there is a better balance between discussion and written work in Year 6.  
(Paragraphs 24 – 26)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
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
9%	35%	47%	9%	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*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	666
Number of full-time pupils eligible for free school meals	54

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	115

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	9

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	17

### *Attendance*

<b>Authorised absence</b>	%
School data	4.9
National comparative data	5.2

<b>Unauthorised absence</b>	%
School data	0.0
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	35	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	32	33
	Girls	57	57	57
	Total	90	89	90
Percentage of pupils at NC level 2 or above	School	97% (91%)	96% (93%)	97% (93%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	33	32
	Girls	57	56	57
	Total	90	89	89
Percentage of pupils at NC level 2 or above	School	97% (87%)	96% (85%)	96% (90%)
	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	60	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	47	49	59
	Girls	36	37	39
	Total	83	86	98
Percentage of pupils at NC level 4 or above	School	83% (77%)	86% (85%)	98% (95%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	44	58
	Girls	34	38	38
	Total	71	82	96
Percentage of pupils at NC level 4 or above	School	71% (59%)	82% (87%)	96% (93%)
	National	70% (68%)	72% (69%)	79% (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	2
Black – other	4
Indian	1
Pakistani	1
Bangladeshi	1
Chinese	1
White	555
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)	25.0
Number of pupils per qualified teacher	26.6
Average class size	30.3

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

Total number of education support staff	14
Total aggregate hours worked per week	360

### ***Financial information***

Financial year	1999 – 2000
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	£
Total income	1,137,492
Total expenditure	1,108,825
Expenditure per pupil	1,643
Balance brought forward from previous year	- 5,831
Balance carried forward to next year	22,836

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

### **Questionnaire return rate**

Number of questionnaires sent out	666
Number of questionnaires returned	176

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	41	2	0	0
My child is making good progress in school.	65	31	3	0	0
Behaviour in the school is good.	66	34	0	0	0
My child gets the right amount of work to do at home.	44	45	7	2	2
The teaching is good.	68	31	1	0	0
I am kept well informed about how my child is getting on.	57	33	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	75	24	0	0	1
The school works closely with parents.	54	39	6	0	1
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	64	34	1	1	1
The school provides an interesting range of activities outside lessons.	34	41	7	4	13