

# INSPECTION REPORT

**Denby CE (Aided) First School**

Huddersfield

LEA area: Kirklees

Unique reference number: 107742

Headteacher: Mrs. C. Hall

Reporting inspector: Mrs. M. K. Britton  
17678

Date of inspection: 6<sup>th</sup> April 2000

Inspection number: 192388

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

© Crown copyright 2000

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:	First School
School category:	Church of England Aided
Age range of pupils:	4-10
Gender of pupils:	Mixed
School address:	Goose Green Upper Denby Huddersfield
Postcode:	HD8 8UN
Telephone number:	01484 222913
E-mail address	Denby@geo2.poptel.org.uk
Appropriate authority:	The governing Body
Name of chair of governors:	Mrs. M. Clarke
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Margaret Britton	Registered inspector
Bill Walker	Lay inspector

The inspection contractor was:

Nord Anglia School Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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 Registrar  
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>6</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>10</b>
Attainment is above expectations in reading, writing, mathematics and science. Pupils' skills in information technology are developing well.	
The quality of teaching is good or better in 88 percent of the lessons and satisfactory in the remainder. Over 63 percent of teaching is very good and better. This is a significant improvement since the last report.	
The quality of the curriculum is very good.	
The provision for pupils' moral and social development is very good and provision for their spiritual and cultural development is good.	
The provision for pupils with special educational needs is very good.	
Pupils have very good attitudes to school, behave very well and develop independence and self-confidence. Levels of attendance are very good.	
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
The approach to learning for children under five.	
The quality of the school development plan could be improved by taking a longer-term view of school improvement to include strategic forward planning for use of funding and other resources. Monitoring and evaluation systems to check on the impact of school improvement initiatives could also be added to the school development planning cycle.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This is a small village school. About half the pupils are drawn from the village of Upper Denby and the surrounding farms and the remainder come from other villages and small towns outside the immediate area. An above average number of pupils are drawn from high social class households. The planned admission limit is 11 and there are two classes with pupils of mixed ages. The children start school in the September or January before their fifth birthday and pupils transfer to the middle school at the end of Year 5. The level of attainment of the four-year-olds starting school is broadly average. There are 36 pupils on roll aged between four and ten years old. The percentage of pupils with special educational needs (22 percent) is above the national average (20 percent). Two pupils have English as an additional language.

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

This is an effective school which provides a high quality of education and satisfactory use of resources. Standards in reading, writing, mathematics and science are above average. The quality of teaching is very good and the headteacher leads the school well. The school has many more strengths than weaknesses and gives good value for money.

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

- Attainment is high in reading, writing, mathematics and science. Pupils' skills in information technology are developing well.
- The quality of teaching is very good.
- The curriculum for pupils in Key Stage 1 and Key Stage 2 is very good.
- The provision for pupils' moral and social development is very good and provision for their spiritual and cultural development is good.
- The provision for pupils with special educational needs is very good.
- Pupils have very good attitudes to school, behave very well and develop independence and self-confidence. Levels of attendance are very good.

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

- The opportunities for children under five to learn through play.
- The quality of the school development plan.
- Monitoring and evaluation systems.

*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. The school has made satisfactory improvement towards the issues raised and has developed many other areas of the curriculum and the school premises. The school has sustained and consolidated many areas identified as strengths. There has been significant improvement in the quality of teaching and good improvements have been made in developing systems for assessing and recording pupils' progress. The quality and quantity of resources for physical education and the range and quality of fiction and non-fiction books is very much improved. In addition, the school has successfully implemented the national strategies for literacy and numeracy and is developing the teaching of information technology. However, two major areas identified by the last inspection still need to be improved. Firstly, there have not been sufficient improvements towards the requirements to develop a longer-term view of school development planning and strategies for monitoring and evaluating the effectiveness of changes and their impact on the school. Secondly, strategies for monitoring the quality of teaching and learning have not been sufficiently developed. Thorough analysis of statutory assessment data and pupils' work is carried out, reported to governors and used to set targets for improvement but a systematic approach to checking the quality of teaching and learning and using this information to identify strengths and areas for improvement is not in place.

## STANDARDS

This is a very small school with very small numbers of pupils taking the national tests. This has a significant bearing when making national comparisons of standards. For example, in 1999 there were only four pupils in Year 2 and each pupil represented 25% of the results. The results are very dependent on the ability of the individual pupils in the cohort and one pupil's results have a major impact on the overall standards. In addition, the school has an above average number of pupils with special educational needs. Consequently, it is not possible to identify a trend in results over time because of the considerable variation in results from year to year. Therefore, these results have not been outlined in this report.

The results of assessments made by teachers when children start school show that there is a wide range of attainment. The majority reach levels typical of the age group in language and literacy and mathematical development. Fewer children achieve typical levels for their age in speaking and listening and personal and social skills. Pupils in both key stages achieve good standards in reading and mathematics and standards in writing are improving. Standards in information technology are rising rapidly and pupils have made good progress in this academic year. Pupils in Key Stage 2 achieve good standards in physical education. The school sets appropriately challenging targets for improvement in reading, writing and mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils are eager to learn, listen attentively and know that they are expected to work hard. They respond very well to the teaching.
Behaviour, in and out of classrooms	Very good. Pupils work and play well together. They are considerate of each other and of adults and are polite and friendly to visitors.
Personal development and relationships	Very Good. Pupils show initiative and independence. A particular strength is their ability to collaborate as part of a group. Pupils are spontaneous in their praise for one another.
Attendance	Very Good. Levels of attendance are above the national average. Pupils arrive in good time for school and lessons begin promptly.

The pupils' good attitudes and behaviour are the result of the high expectations of the teachers and the stimulating learning activities. No time is wasted in lessons because pupils get on with their work and allow others to do the same.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very 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.*

The quality of teaching is good or better in 88 percent of the lessons and satisfactory in the remainder. Over 63 percent of the teaching is very good. Teaching is successful because the planning for lessons is good. The targets for learning are well matched to the children's needs and provide them with sufficient challenge and every opportunity to be successful. Teachers have established good routines and the pupils respond well, especially in the introductory sessions in literacy and the mental mathematics sessions in numeracy. In the best lessons, teachers use a wide variety of teaching methods within a short time keeping the pupils involved and interested. The teachers and support staff intervene very effectively in pupils' learning to help them understand how they can improve their work. The last few minutes of lessons are used very effectively to reinforce the teaching points.

The quality of the teaching for children under five is good. Although the children make progress and have positive attitudes to learning. However, there are insufficient planned opportunities for children to learn through play because of the current emphasis on the national strategies for literacy and numeracy for the Key Stage 1 pupils in the class. The headteacher and teacher have identified the provision for children under five as an area for improvement.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for pupils in Key Stage 1 and Key Stage 2 is broad, balanced and relevant. The curriculum for children under five includes all the areas of learning and links well with the programmes of study for the National Curriculum at Key Stage 1. The curriculum is enhanced by a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. This is a strength of the school and pupils make good progress. The pupils' individual education plans enable the teachers to plan work to meet their needs.
Provision for pupils with English as an additional language	Pupils are supported well. Activities are well matched to their needs and they are fully integrated into all class activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is very good. Good provision is made to help pupils develop an understanding of their own culture but there is room for further development in raising pupils' awareness of other cultures.
How well the school cares for its pupils	The school cares well for all the pupils. The provision for health, safety and welfare and for promoting good behaviour and pupils' personal development is very good. Procedures for child protection are satisfactory but staff training needs updating.

The curriculum supports pupils' development in the key skills of speaking, listening, reading, writing, and numeracy and information technology particularly well. Opportunities are missed to promote the learning of children under five through relevant play activities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and management. The teachers give strong support, work well as a team and take their individual responsibilities very seriously. All staff demonstrate great commitment to the pupils and their parents.
How well the governors fulfil their responsibilities	The governors offer good support to the headteacher and staff. Governors visit the school frequently and base their decisions on first-hand knowledge and understanding. They are effective in helping to direct the school and in their oversight of the school budget.
The school's evaluation of its performance	Analysis of statutory and other assessment data is effective and this has enabled the school to identify some priorities for improvement. The monitoring of teaching and learning through classroom observation is not sufficiently well developed.
The strategic use of resources	Although financial resources are used satisfactorily, the school does not take a sufficiently long-term approach to financial planning. Teaching and support staff are well deployed and their work is having a positive impact on standards. The administrative assistant provides excellent support for the headteacher, governors and staff.

The governing body, headteacher and staff work very well together in the interests of the pupils and the school provides good value for money. The governing body makes satisfactory use of the principles of securing best value. However, the shortcomings in strategic planning, monitoring and evaluation limit the headteacher and governors' ability to identify the most important issues for school improvement and to evaluate the impact of planned change.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school</li> <li>Behaviour in the school is good</li> <li>The children are taught well and they are expected to work hard.</li> <li>The school is well led and managed.</li> <li>The provision of interesting activities outside lessons.</li> <li>The support given to children with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents would like more information about children's progress.</li> <li>Some parents thought the school did not work closely enough with parents.</li> <li>A very small number of parents thought that their children were not given challenging work.</li> </ul>

The inspectors agree that parents are accurate in their assessment of the strengths of the school. The inspectors cannot agree that the areas some parents identified as needing improvement are areas of weakness. They judge that the school provides a very good range of information for parents including details of the work the children will be doing over the next term. The annual reports to parents are of very good quality. They are detailed, informative and say clearly what the children can do, know and understand. The school encourages parents to work closely with them and provides many opportunities to do so. Lessons are challenging and stimulating and pupils are appropriately challenged in their work and are given every opportunity to make progress.

### Other issues raised by parents.

One parent was concerned that children in the Key Stage 1 class could not always get on with their work because of some disruptive behaviour. The inspectors found that any disruptive behaviour was handled well and did not stop other children getting on.

## **PART B: COMMENTARY**

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

**Attainment is above expectations in reading, writing, mathematics and science.  
Pupils' skills in information technology are developing well.**

1. The interpretation of the end of Key Stage 1 comparative results is made in the context of the very small school where, because of the small number of pupils taking the tests, the result of an individual can disproportionately influence the overall view of the school's position. The school also supports an above average number (22 percent) of pupils with special educational needs. For example, in 1998 seven-year-olds achieved very high standards in reading, writing and mathematics. They also achieved very high standards in science in the assessments carried out by their teachers at the end of Key Stage 1. In contrast, the 1999 standards in reading and mathematics were below the national average and standards in writing were above the national average. Inspection evidence shows that these pupils, now in Year 3 and Year 4, achieve standards that are high in relation to their earlier attainment.
2. The time available for the inspection was limited. However, it is clear from the lessons observed, the sample of pupils' work and discussions with the teachers and the pupils that the standards they reach are high in relation to their earlier attainment. Pupils are working at or near their capacity and the work in lessons is demanding. This includes pupils with special educational needs. At the end of Key Stage 1 and by the end of Year 5, the vast majority of pupils achieve at least the levels expected nationally and many reach higher levels in English, mathematics and science. This is reflected in the end of Key Stage 2 test results reported by the middle school.
3. The sample of pupils' work shows that progress in reading and mathematics is good and progress in writing is satisfactory. The school makes good use of test and other assessment data to set challenging but realistic targets for improvement. The analysis of results and assessments and the teachers' detailed knowledge of the pupils' intellectual development are helping to identify areas of strength and weakness in the teaching and learning. For example, the school has identified writing as an area for improvement and the additional teaching time is beginning to have an impact on the standards. This is particularly noticeable in Key Stage 2 pupils' more extended pieces of writing.
4. The improvement in standards in English and mathematics are a result of the very good quality of teaching and the appropriate use of materials and approaches from the national strategies for literacy and numeracy. The use of Additional Literacy Support assistants is beginning to have an impact on pupils progress in reading. The improved use of assessment information to target teaching and learning is also having a positive impact on standards and progress.
5. The high standards reached in science are due to the practical approach to the subject. Pupils are given relevant tasks and are motivated to work hard and concentrate. They are given opportunities to predict, try out their ideas and draw conclusions from their results and develop the subject skills well as a result. .
6. Pupils are making very good progress in information technology. They are benefiting from the skills of the support assistant and are confident and independent

in using their skills. The records illustrate very clearly the significant progress they have made over the year and the way in which their skills are being systematically developed.

7. Pupils in Key Stage 2 achieve standards above those expected for their age in physical education. For example, they perform vaults and headstands with confidence and good control.
8. The school is organised into two classes based on pupils' ages. Class 1 includes children under five, five-year-old pupils in reception, Year 1 and Year 2 pupils. Class 2 has pupils in Years 3, 4 and 5. The good quality of the planning and the very good teaching enable pupils to achieve according to their ages and abilities.

**The quality of teaching is good or better in 88 percent of the lessons and satisfactory in the remainder. Over 63 percent of teaching is very good and better. This is a significant improvement since the last report.**

9. The quality of teaching has improved significantly since 1996. At the time of the last inspection, the quality of teaching was judged to be good in 88 percent of lessons. There were no very good lessons reported. Currently, all the teaching is at least satisfactory and over 88 percent is good and better. Of these lessons, 63 percent are very good or better. As a result of consistently effective teaching, pupils are almost constantly experiencing successful lessons. Good relationships are a characteristic of all lessons.
10. Teaching is successful because the planning for lessons is good. The teachers have produced good schemes of work and they select suitable learning targets for their lessons. These targets are usually shared with the pupils. Good use is made of questions to help pupils recall previous learning and to allow the teachers opportunities to assess their knowledge and understanding. Teachers know the pupils very well and set them challenging and interesting tasks matched to their prior learning. The lessons are purposeful and the pupils are clear about what they need to do to meet the learning targets. As a result they develop positive attitudes to learning and willingly concentrate and work hard. For example, in a science lesson where the aim was to identify similarities and differences in animals, well matched activities were provided. These included research using books, recording information onto a computer database and discussing particular features of animals and insects based on close observation of photographs.
11. No time is wasted in lessons. A variety of teaching and learning strategies are used effectively to provide pupils with opportunities to work as part of large and small groups and independently. For example in 30 minutes of a numeracy lesson on median, mode and range, the teacher instructed, questioned, used paired and small group work, computers and pupil demonstration to add variety and pace to the lesson and to get pupils actively involved. Through this broad range of activities almost all pupils understood the meaning of a difficult idea.
12. Teachers have high expectations of pupils. For example, in an art lesson, pupils were expected to work thoughtfully, carefully and to persevere. They were challenged to achieve a high standard but were sensitively supported and guided to enable them to develop their skills. Well focused use of praise was used very effectively in this lesson to reinforce the learning objectives for all pupils.
13. Support staff are well deployed by the teachers and, because they know the aims of

the teaching, they are able to take the initiative to interact and intervene in pupils' learning to good effect.

14. The last few minutes of lessons are used very effectively to assess pupils' progress, reinforce the teaching points and indicate the next learning. This leaves pupils looking forward to the next lesson.

**The quality of the curriculum very good.**

15. The curriculum is broad, balanced and relevant. It includes all the areas of learning for children under five and all the subjects of the National Curriculum and religious education for pupils in Key Stage 1 and Key Stage 2. There are good schemes of work on which the teachers base their plans for teaching. There are good links between the curriculum for children under five and the Key Stage 1 programmes of study of the National Curriculum. The school has very good links with other small schools in the area and with the middle school to which most pupils transfer and this has been particularly beneficial in developing policies and schemes of work. Effective liaison with the middle school ensures that the pupils make a smooth transition to the next stage of their education.
16. The quality of experiences provided for children under five is good. All six areas of learning are planned and appropriate learning objectives and activities are provided. However, there are times when learning could be more effectively promoted through well planned, practical play activities. The teacher is anxious to address this shortcoming now that the approach to teaching literacy and numeracy has been established for the Key stage 1 pupils in the class.
17. Appropriate emphasis is placed on the key skills of speaking, listening, literacy, numeracy and information technology. These skills are very well promoted across the curriculum. For example, Year 3 pupils interrogate a database as part of a mathematics lesson and Year 2 pupils use their reading skills to carry out research in science. The commitment to the development of pupils' skills in information technology is having a positive effect on standards and is enabling pupils to see how information technology can be used to support their learning in other subjects. A practical and investigative approach to science in both key stages enables pupils to develop a good understanding of scientific method and key ideas. The school is mindful that, in placing the necessary emphasis on English and mathematics together with the core subjects of science, information technology and religious education, due regard is still paid to standards in the remaining subjects of the National Curriculum and pupils' personal and social development. For example, time is allocated for all pupils to learn to play the recorder. Many subsequently benefit from instrumental lessons from peripatetic teachers.
18. There are appropriate strategies in place for teaching the basic skills of literacy and numeracy. For example, the Key Stage 1 teacher makes very good use of the local education authority's adaptations to the National Literacy Strategy materials to cater for the needs of the wide age-range of pupils in the class. However, this is still not entirely suited to the needs of children still working towards the national Desirable Learning Outcomes for children aged five. Similarly, the National Numeracy Strategy materials are appropriately adapted for the age range in both classes. Other subjects are meaningfully linked into topics where possible and space is created in the curriculum to promote pupils' personal development.

19. The curriculum is well enriched by visits, visitors and involvement in village life. The staff work very hard to provide the pupils with an interesting range of activities. These include sporting events with other schools, involvement in a local music festival and a very good range of after school clubs.
20. The pupils, including those with special educational needs enjoy equality of opportunity and have full access to the curriculum and school events.

**The provision for pupils' moral and social development is very good and provision for their spiritual and cultural development is good.**

21. Pupils' spiritual development is promoted particularly effectively through Collective Worship, religious education, art, music and personal and social education. For example, pupils are encouraged to reflect on the mood of music. After an assembly, two boys spoke about the music that had been played. They spoke about how it made them feel, which piece they preferred and why. A project, run by the Church and the school, encouraged pupils to think about their hopes for the millennium. Pupils have written to express their ideas beginning 'No child should....' or 'Every child should...'. They have produced sensitive writing in response to a very appropriate activity. Pupils in Key Stage 2 were absorbed by the opportunity to draw and paint their vision of Heaven in response to work in history and religious education. They explained their ideas thoughtfully.
22. The provision for pupils' social and moral development is very good and the adults provide very good role models for the pupils. The school sets a good moral tone by providing pupils with high expectations for their behaviour and attitudes to one another. Pupils respond well to this and treat one another with respect. Ideas of fairness, justice and honesty are promoted well through games and other group activities. Pupils are self disciplined and rules are minimal. Opportunities are provided in all areas of the work of the school for pupils to develop socially. For example, in lessons, pupils are encouraged to co-operate in large and small groups, work in pairs to share resources or discuss their ideas in groups of three or four. In the playground, pupils across the age range benefit from opportunities to co-operate and work as a team when they use the large parachute games. Links with the Church and community, contact with adult volunteers who help in school and tournaments and events with other schools all provide opportunities for pupils to see how they fit into the community beyond the school. Pupils are encouraged to raise funds for charities and consider the needs of others.
23. The school promotes pupils' cultural development well. They hear music, respond to artists' work and hear stories from their own and other cultures. For example, the story of the willow pattern plate has inspired some attractive art work and the pupils are able to explain its significance. An attractive collection of African and Asian instruments in Key Stage 1 has stimulated the pupils' interest and they are beginning to make simple comparisons between the materials used in their making and the sounds the instruments play. Pupils take part in local events and festivals including Maypole Dancing. Opportunities to develop pupils understanding of more distanced cultural groups are satisfactory but not so well promoted as the understanding of the pupils' local culture.

**The provision for pupils with special educational needs is very good.**

24. The provision made for pupils with special educational needs is very good. The

statutory requirements are fully met. All the teachers work hard to include these pupils in every aspect of the curriculum. Individual education plans are well written and provide appropriate targets for pupils learning. Teachers incorporate these well into their lesson plans. The pupils generally make good progress towards these targets. The support staff work closely with the teachers and provide very good support for individuals and groups of pupils. The special educational needs co-ordinator provides very good leadership. She is knowledgeable and experienced and works enthusiastically to support these pupils. Links with other professionals are effective and their expertise is used well. Parents are involved in their children's education and are well informed. Parents value the work the school does with these pupils.

**Pupils have very good attitudes to school, behave very well and develop independence and self-confidence. Levels of attendance are very good**

25. Pupils' attitudes to school are very positive. They arrive on time, lessons start promptly and they are rarely absent. No time is wasted in lessons because the great majority are willing learners, listen attentively and concentrate on their work. Most of the pupils in Key Stage 2 listen to each other as well as to adults. Pupils take pride in their work and spontaneously praise the work and effort of other pupils. They help one another in lessons and at play. The older pupils are caring towards the younger pupils and all pupils are sensitive towards and supportive of pupils with special educational needs. Many pupils get involved in after school activities and are eager to take home reading books and homework.
26. Pupils behave very well in lessons and around the school. They are polite and friendly to adults and other children. For example, lunchtimes and playtimes are pleasant, social occasions. Pupils handle resources and books carefully and willingly help to tidy up.
27. Pupils take responsibility for some of the daily routines of the school and carry out their responsibilities sensibly. Pupils are able to plan and organise their work and make independent choices and decisions.
28. Pupils' response is largely due to the consistently high expectations the staff have for their behaviour and attitudes, the very positive role models they provide and the interesting and purposeful lessons.

**WHAT COULD BE IMPROVED**

**The approach to learning for children under five.**

29. The planning for children under five includes all six areas of learning and makes good links with the programmes of study for Key Stage 1 of the National Curriculum. However, there are some shortcomings in the way the curriculum is taught. The teacher has placed an emphasis on implementing the literacy and numeracy strategies for the Key Stage 1 pupils and this has limited the opportunities for the youngest pupils to learn through planned play activities. The teacher's knowledge and understanding of the needs of the age group is very good and she has identified this as the next area for improvement now that the adapted approaches to literacy and numeracy are in place. A large area of the classroom is not used for much of the day. For example, there are resources for role-play, sand and water play and play in the outdoors but these are not used on a daily basis. Many of the learning objectives in the planning could be taught through these activities in a more

relevant way. Opportunities to reinforce and extend the understanding of older pupils' in the class by using the full range of resources are also under-developed. Most of the learning objectives included in the teachers lesson plans could be presented in an equally challenging way through play. This would also provide more opportunities to develop pupils speaking, listening and social skills which the teacher has identified as an area of relative weakness.

**The quality of the school development plan could be improved by taking a longer-term view of school improvement to include strategic forward planning for use of funding and other resources. Monitoring and evaluation systems to check on the impact of school improvement initiatives could also be added to the school development planning cycle.**

30. Although the current school development plan includes appropriate targets for improvement the framework is for one year only. The headteacher and governors are very clear about the improvement needs of the school and these are listed as an agenda for future development. They have not carried out sufficient work on financial projections and the implications for the priorities for school improvement. As a result, there is not a long-term view of the development needs of the school. This is a shortcoming in the leadership and management of the school. There is evidence that the previous development plan was of much better quality. However, this shortcoming does not imply mismanagement of funds. Financial control is very good.
31. There are separate appropriate plans for the implementation of the national literacy and numeracy strategies. These include a list of actions to be followed and a time-scale but there are no success criteria. The evaluative comments usefully highlight areas where improvement has been made and where work still needs to be done.
32. The current school development plan is a list of tasks to be completed. It does not include an outline of tasks to be done in order to bring about improvement or show how the workload is to be managed alongside the implementation of literacy and numeracy. It is difficult to monitor progress without an outline of the tasks and a projected time-scale. There are no success criteria so any rigorous evaluation of the impact of time, effort and funding is impossible. An earlier development plan included most of these elements.
33. One of the key issues for improvement from the last inspection was to develop systems for monitoring and evaluating the impact of school improvement initiatives. The headteacher, governors and staff monitor the progress of developments informally but satisfactorily. There are no rigorous or systematic measures in place to provide a judgement on the impact of initiatives on pupils' progress or standards. As a result, the effectiveness of the use financial and other resources cannot be judged. Similarly, there are no strategies for judging the impact of training on the quality of teaching and learning. The school misses opportunities to celebrate particular successes or to replicate successful improvement strategies within subsequent initiatives.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, governors and staff should continue to build on the many good and very good features of the school. To further improve the standards of pupils' achievements and the quality of education provided they should now:

- (1) Develop the provision for children under five and pupils in the reception year so that:

The particular needs of the age group are recognised and provided for through well-planned play activities and role-play.

The classroom and the outdoor area are organised and resourced to promote children's development in all areas of learning

The teacher and support staff teach the children by intervening and interacting with them in these play situations.

An appropriate emphasis is placed on developing children's skills in speaking and listening and their personal and social development.

- (2) Improve the quality of the school development plan to include:

A view of the development of the school over more than one year;

Long-term financial planning for more than one year ahead;

A list of tasks to be completed and time-scale to be met which provides an agenda for monitoring progress towards the improvement targets

Success criteria against which improvements can be evaluated;

A systematic strategy for evaluating the impact of the school development initiatives.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	64	12	12	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	0	36
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.4

#### Unauthorised absence

	%
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  
1999**

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

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	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	34
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 – Y5**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Average class size	18

FTE means full-time equivalent

**Education support staff: YR-Y5**

Total number of education support staff	5
Total aggregate hours worked per week	57

**Financial information**

Financial year	1998-99
----------------	---------

Total income	107,739
Total expenditure	109,950
Expenditure per pupil	2,443
Balance brought forward from previous year	10,843
Balance carried forward to next year	8,632

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	37
Number of questionnaires returned	25

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	40	52	8	0	0
Behaviour in the school is good.	40	52	4	0	4
My child gets the right amount of work to do at home.	36	52	12	0	0
The teaching is good.	52	40	8	0	0
I am kept well informed about how my child is getting on.	40	40	16	4	0
I would feel comfortable about approaching the school with questions or a problem.	68	20	8	0	4
The school expects my child to work hard and achieve his or her best.	60	32	4	0	4
The school works closely with parents.	56	24	16	0	4
The school is well led and managed.	72	24	4	0	0
The school is helping my child become mature and responsible.	68	20	8	0	4
The school provides an interesting range of activities outside lessons.	56	36	4	0	4

### Other issues raised by parents

A few parents said that although the school is very good at supporting children with special educational needs, they were concerned that higher attaining children might not always be challenged by the work. The inspectors could find no evidence to support this concern. In the lessons observed and in the work sample, there was evidence that pupils of all abilities and ages are challenged appropriately by the work they are given.

One parent was concerned that children in the Key Stage 1 class could not always get on with their work because of some disruptive behaviour. The inspectors found that any disruptive behaviour was handled well and did not stop other children getting on.