

INSPECTION REPORT

ALLERTON PRIMARY SCHOOL

Immingham

LEA area: N. E. Lincolnshire

Unique reference number: 131541

Headteacher: Mr T. J. Whitcombe

Reporting inspector: Mrs P. A. Simpson
1515

Dates of inspection: 23 – 24 January 2001

Inspection number: 230591

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: 3 – 11

Gender of pupils: Mixed

School address: Allerton Drive
Immingham
N. E. Lincs

Postcode: DN40 2HP

Telephone number: 01469 572368

Fax number: 01469 572500

Appropriate authority: The governing body

Name of chair of governors: Mrs M. Fannon

Dates of previous inspections: 04/12/1995 (Infant)
26/02/1996 (Junior)

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs P A Simpson 1515	Registered inspector
Mrs W Sheehan 19374	Lay inspector
Mr G Bancroft 3687	Team inspector

The inspection contractor was:

PkR Educational Consultants Ltd.
6 Sherman Road
Bromley
Kent
BR1 3JH

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The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Allerton Primary School is an average size primary school with 258 (full time equivalent) pupils (125 girls and 133 boys) ranging from 3-11 years of age. In the nursery there are 46 children, of whom 40 attend part-time and six full-time. At the time of the inspection 89 children were under six years of age. Nearly all of the pupils are of white United Kingdom heritage; there is one pupil for whom English is an additional language. The number of pupils eligible for free school meals is above the national average. The proportion of pupils identified as having special educational needs due to learning or behavioural difficulties is below the national average. Pupils' attainment on entry is below the expected level. The former infant and junior schools were amalgamated in September 1999.

HOW GOOD THE SCHOOL IS

Allerton Primary School is a good school where pupils and staff are greatly valued. The school is viewed positively by parents and the community. The recent amalgamation has been completed well. The headteacher and governing body have sensitively bridged the gaps between the former infant and junior schools which were identified as issues in the last inspection reports of the two schools. They have quickly established new ways of working together towards the realisation of the aims of the school and ensure that the money the school receives is used effectively. The overall quality of teaching is good and as a result pupils' levels of achievement including for English and mathematics are improving in both key stages. The school gives good value for money.

What the school does well

- The overall quality of teaching is good and makes a significant impact on pupils' progress.
- The headteacher and senior staff provide thoughtful and purposeful leadership.
- The governing body is well informed and very supportive. Governors have significantly influenced the direction of the school since the last inspections of the former infant and junior schools.
- Pupils' attitudes, behaviour and relationships are very good and this has a very positive impact on their learning.
- The links with the community and parents are well established and valued.

What could be improved

- Standards in writing and mathematics at the age of seven in the latest test results are well below average and at the age of eleven they are well below average in English.
- Writing skills in Key Stage 1 and handwriting skills in both key stages.
- The procedures for assessing pupils' attainment and progress and better use of assessment information when planning future work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The former infant school was inspected in 1995 and the junior school in 1996. From the evidence available there has been at least satisfactory improvement following the two separate inspections. Issues from the inspection reports were documented in each school's action plan and addressed by the joint governing body and staff of the two schools. The most significant improvement has been the amalgamation from September 1999. The two inspection reports both identified the need for the two schools to improve their liaison arrangements. The joint governing body took a leading role in initiating the process of amalgamation and this has been successfully undertaken. The governing body is now linked to curriculum subjects and works alongside subject co-ordinators. Staff are successfully working together towards the same aims. The school has gone some way towards raising attainment with the implementation of the national literacy and numeracy strategies. Higher attaining pupils are now being successfully challenged as the school makes better use of performance data as a means of setting realistic yet challenging targets for individual pupils in English and mathematics. The overall quality of teaching has improved. There was no unsatisfactory teaching observed during this recent inspection. Relationships with parents have improved through better consultation and they are pleased with the

approachability of the school. The issues with regard to further improving the standards achieved, in particular in English and mathematics in both key stages, are recognised as continuing priorities for action in the 2000/2001 school development plan. Standards by the age of eleven are above average in science. There is still work to be done with regard to the implementation of the assessment policy across the whole school. Recently the headteacher and senior staff have established a monitoring programme to improve teaching and learning in English and mathematics and resources and expertise have been directed towards raising standards of achievement. Subject co-ordinators are not yet involved in the monitoring arrangements but this is planned supported by relevant training. There is a strong commitment to school improvement. Allerton Primary School has the capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	n/a	n/a	E	D
mathematics	n/a	n/a	C	B
science	n/a	n/a	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Allerton Primary School had its first group of pupils take the National Curriculum tests in 2000, data for earlier years is therefore not available.

The information above shows that in comparison with all schools the end of Key Stage 2 results in English are well below average, in mathematics they are average and in science above average. Compared with schools which have a similar proportion of pupils eligible for free school meals the results are below average in English, above average in mathematics and well above average in science. The percentage of pupils achieving Level 4 and above was close to the national figure in English and the mathematics and science results were higher than the national figures for Level 4 and above. A lower than average number of pupils achieved the higher Level 5 in English and mathematics. The Year 2000 teacher assessments were similar to the actual test results. The school set its end of Key Stage 2 targets for 2000 in 1999 based on pupils' prior attainments. Of this Year 6 group, 25 per cent were on the register of special educational needs. As a result few pupils attained the higher Level 5 in English and mathematics. Owing to the successful implementation of the National Literacy and Numeracy strategies a greater number of pupils than expected gained Level 4 in their English and mathematics tests. The performance of boys exceeded the national average in all three core subjects. The performance of girls exceeded the national average for this age group in mathematics and science, but it fell below the national average in English. The percentage of pupils achieving Level 4 or above was higher than the average for schools in the Local Education Authority area. Challenging targets have been agreed by the governing body for 2001 reflecting the school's confidence in its ability to raise further standards of attainment by the age of eleven. Results in the 2000 end of Key Stage 1 tests when compared with all schools nationally are below average in reading and well below average in mathematics. The school's performance in writing was very low in comparison with the national average. In comparison with similar schools they are average in reading and below average in mathematics and writing. Of this Year 2 group, a third of the pupils are on the special educational needs register. No pupils gained the higher Level 3 in their writing and mathematics tests. The teacher assessments for English and mathematics were significantly higher than the actual test results in writing and mathematics. The school's performance based on the science teacher assessments was very high in comparison with the national average. The overall performance of the boys in this Year 2 group was below the national average in all these subjects, whereas girls exceeded the national average for this age group in their reading and writing. A key whole school priority of the school is to improve standards

of writing and reduce the differences in attainment between boys and girls, especially in English. At the end of both key stages, the analysis of pupils' work and observation of pupils in lessons indicate that standards are improving in English and mathematics. A greater number of pupils in the current Year 2 and 6 are achieving higher than expected levels. This is the result of challenging teaching which is informed by the analysis made of test results and pupils' work. This has led to all pupils from Year 2 to 6 being organised into groupings by ability for English and mathematics. Additional standards funding has been deployed effectively so as to create an extra teaching group in Years 5 and 6. In the other lessons observed, standards achieved are broadly average in the foundation stage of the curriculum and in science, information and communication technology and music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils persevere when they find their work hard. They sustain concentration well. They are proud of their school.
Behaviour, in and out of classrooms	Overall pupils behave very well in all situations. They are courteous and polite to one another and to adults. There were five exclusions last year but there have been none in this academic year.
Personal development and relationships	Good overall. Relationships are very good. There is a lack of opportunity for pupils to take responsibility for their own learning.
Attendance	Good. The rate of attendance is above the national average.

The rate of unauthorised absence at the school is below the national average. Pupils have a good understanding of the new behaviour policy; they are pleased with the rewards and sanctions arrangements and feel that behaviour has improved since the amalgamation.

Years 5 and 6 pupils readily discussed the amalgamation and said "they feel part of a whole new school". Older pupils welcome the opportunity to play with the younger ones. The school has created a climate for learning which is very positive.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good. Of the lessons seen the teaching was at least satisfactory or better and in a fifth of the lessons the quality of teaching was very good or excellent. As a result of the teaching, pupils are achieving to the best of their capabilities. Routines are established early in the nursery and adults provide an environment for learning in which the children can participate fully in the activities provided. English and mathematics are taught well with a strong emphasis on pupils' literacy and numeracy skills. The management of pupils is very good throughout the school. Work is now better matched to pupils' earlier learning, with appropriately challenging work for higher and lower attainers. Standards in writing are improving in Years 1 and 2 but the teaching of handwriting is not given sufficient attention throughout the school. Some teachers make insufficient use of assessment information when planning lessons. The good teaching is instrumental in helping pupils including those with special educational needs to make good and at times very good progress. Although the school has a homework policy it is inconsistently applied.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A number of subject policies are in need of review following the amalgamation of the schools and year 2000 curriculum.
Provision for pupils with special educational needs	Good overall. Pupils are integrated well into all aspects of school life.
Provision for pupils with English as an additional language	The curriculum is inclusive and ensures equality of access and opportunity for all pupils. Work is modified to suit pupils with different prior knowledge and skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Pupils' social development is good. The community makes a significant contribution to pupils' personal development, for example, the luncheon club and the range of out-of-school activities and visitors which enrich learning.
How well the school cares for its pupils	Satisfactory overall. Procedures for assessing pupils' attainment and progress are inconsistent.

The school works well with parents and carers. They are generally pleased with what the school provides and achieves. Parents support the school well in raising funds. They are kept up to date about the curriculum through regular newsletters and parental workshops. Non-teaching staff provide good support. The amount of time made available for the curriculum to be taught in Key Stage 2 is one hour short of the suggested minimum weekly lesson times. The monitoring of pupils' academic progress is not yet formalised across the school as a whole but this is planned for. The former infant and junior school health and safety policies which have been adopted are outdated.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff have provided thoughtful and purposeful leadership during a time of recent change with a good programme of support and training.
How well the governors fulfil their responsibilities	The governing body is well informed and very supportive. Governors work with the headteacher in a close and balanced partnership and carry out their duties effectively.
The school's evaluation of its performance	Formal self-evaluation has recently begun, with improved use being made of school, local and national performance data as a means of improving standards including those of high achieving pupils.
The strategic use of resources	The money the school receives and its resources including those for ICT are deployed as planned. As a means of raising levels of attainment by the age of eleven, specific funding has been allocated to the teaching of English and mathematics in Years 5 and 6. The setting of groups by ability in Years 2-6 is working well and a higher number of pupils are now achieving above the expected levels in particular in Years 2, 5 and 6.

The school has a one-year development plan but it does not have a strategic development plan. This has been delayed due to the intricacies of amalgamation. A longer term plan is to be formulated and the structure of the current development plan is to be streamlined so as to make it more accessible as a working document. Based on the improving achievements observed during the inspection in particular in English and mathematics, the good overall quality of the teaching and the good progress made by pupils, the school is giving good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good quality of teaching • The good behaviour of pupils • The good progress pupils make • The good leadership and management • The high expectations of the school • That the school is approachable • That the school works closely with parents 	<ul style="list-style-type: none"> • The amount of homework pupils receive • The range of out of school activities.

The inspectors' judgements support the parents' positive views and they consider the parental concerns to be partially justified. In some classes homework activities are set; however homework is not consistently given as a means of supporting pupils' learning and enabling all pupils to have greater responsibility for their own learning. Although there is a homework policy, this is not known to some parents. There is a similar range of out of school activities to that found in most schools focused in the main on the Key Stage 2 pupils, but parents are not fully aware of the full range of activities that are provided during the time their children are at this school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The overall quality of teaching is good and makes a significant impact on pupils' progress.

1. Overall, the quality of teaching is good. As a result of this good teaching, the learning is good overall in nearly three quarters of the lessons seen. Of the lessons observed which were mainly in English and mathematics, all the teaching was satisfactory or better. There was no unsatisfactory teaching. In a fifth of the lessons the quality of teaching was very good or excellent. Throughout the school the management of pupils is very good. Teachers have high expectations of their pupils and they deploy a good range of teaching methods. Work is now better matched to pupils' earlier learning, with appropriately challenging work for higher and lower attainers. This is largely due to the analysis that is made of the achievement of individuals in the different groups including the setted classes for English and mathematics. This information is then used to match the work more precisely to pupils' capabilities. The teaching of literacy and numeracy is structured on the National Strategies. English and mathematics are taught well with a strong emphasis on pupils' literacy and numeracy skills. The teaching of writing, in particular in Years 1 and 2, is identified as a priority due to the lower than average standards attained in the end of Key Stage 1 National Curriculum tests in 2000. Standards in writing are improving in Years 1 and 2, but the teaching of handwriting is not given sufficient attention throughout the school. The excellent quality of teaching in a Year 2 group resulted in confident oral responses from pupils when forming sentences which contained 'ou' or 'ow' words within them. When writing a setting for a story, all pupils selected appropriate adjectives and used the dictionary when needed. The challenging, enthusiastic teaching in a Year 6 mathematics lesson generated a good pace of learning. The pupils demonstrated a good understanding of number facts and solved problems correctly involving money and foreign currency. Information technology was used well to reinforce earlier mathematical work in Year 2. The reinforcement by the teacher of the need for accuracy when inputting and using data ensured that most pupils made good progress when using the computer suite.
2. Routines are established early in the nursery and adults provide an environment for learning in which the children can participate fully in the activities provided. In a multi-choices session in the nursery the very good teaching fully extended the children's language skills through a mix of open and closed questioning techniques. The teacher used the very good records made of earlier work to help the children choose different activities. Some teachers in Key Stages 1 and 2 make insufficient use of assessment information when planning lessons. The good teaching and the quality of non-teaching support and encouragement is instrumental in helping pupils including those with special educational needs to make good and at times very good progress. The amount of homework set by teachers is a concern raised by parents. Some are unaware of the school's homework policy, which was formulated in November 2000. The policy states that homework should be set regularly and that it should be an integral part of teachers' planning. The policy is inconsistently applied. The implementation of the homework policy and its effectiveness in helping pupils to learn independently has not yet formally been monitored.

The headteacher and senior staff provide thoughtful and purposeful leadership.

3. The headteacher and senior staff have provided thoughtful and purposeful leadership during a time of recent changes, with a good programme of support and training. The former infant and junior schools amalgamated from September 1999. The headteacher of the former junior school was appointed as headteacher of Allerton Primary School and the acting headteacher of the former infant school is the deputy headteacher. Following the formulation of the two post-inspection action plans by the joint governing body of then two schools, both agreed to improve liaison between them. Joint activities took place including curriculum meetings, special educational needs planning, senior staff liaison and staff development activities. Following discussions with the Local Education Authority and the joint governing body of the two schools, about the proposals to amalgamate them, the collaborative arrangements intensified as a part of the consultation process. Prior to the merger a new set of aims was agreed for Allerton Primary School. The aims relate to pupils, staff and community. The principles of democracy and shared decision making are given a high priority by the headteacher as a part of his style of leadership. During these times of in-school changes, local changes and national initiatives, the senior staff have worked purposefully together to ensure that all staff feel valued and fully supported. The staff, pupils and the community including parents have created a very positive climate for learning.
4. The school development plan is for the Year 2000. Targets are identified for school improvement, linked to budget implications and criteria listed against which to measure success or otherwise. However, precise time scales are not always documented, for example the priority to implement and measure the information and technology communication (ICT) plan. Any review of the implementation of the yearly operational plan will show whether some of the targets planned for the second year of this school are more realistically strategic planning objectives. Although the school does not have a formally documented strategic plan, it has recently identified the need to decrease the differences in the attainment of boys and girls in English in Years 3 to 6 over the period 2001-2003.
5. The recent implementation of a formal whole school self-evaluation system is enabling a clearer direction for the work of the school. As a result of the monitoring by senior staff of English and mathematics teaching and learning, additional priorities have been added to the school development plan with regard to improving standards throughout the school in writing, also to increasing in 2001, the number of pupils gaining higher levels of attainment in the National Curriculum tests for those aged seven and 11 than those achieved in 2000. From its inception in September 1999, bearing in mind its context and the challenges of amalgamation, the headteacher and staff, supported by governors, have worked co-operatively and consistently in promoting high achievement by all pupils and equality of opportunity.

The governing body is well informed and very supportive. Governors have significantly influenced the direction of the school since the last inspections of the former infant and junior schools.

6. The governing body works with the headteacher in a close and balanced partnership and its duties are carried out effectively. Members of the governing body visit the school on a regular basis. Governors have worked energetically to ensure that improved liaison took place between the infant and junior schools following the issues identified in the former inspection reports of the individual schools. The joint governing body to the schools documented in its post-inspection action planning how such improvements were to take effect. From the outset liaison became stronger with regard to senior staff

working together effectively, curriculum initiatives including transfer arrangements and special educational needs initiatives. Following the improved relationships between the two schools, amalgamation was seen by the governors, staff and community as 'the natural and logical progression'.

7. Allerton Primary School opened in September 1999. Prior to this the headteacher reported to the governing body on the high staff morale and team work that had been forged between the schools prior to the formal merger. A new covered walkway was built to link the two adjacent buildings and a discrete ICT suite is in place. A new music room, television room, literacy and numeracy centres have all made significant improvements to the teaching and learning resources. The school has a new uniform of emerald and gold colours, and its logo is of the 'Mayflower Ship' which originally sailed from Immingham.
8. Following the judgement of the inspection of the junior school that they should increase their involvement in the planned curriculum developments, some of the governing body members became linked to subjects including English, mathematics and science. This curriculum liaison is now extended to all three stages of the curriculum with governors working on policy reviews in conjunction with the joint Key Stage 1 and 2 subject co-ordinators. The school is aware that a number of subject policies are in need of review following the amalgamation of the schools and the changes to the non-core National Curriculum subjects since September 2000. The governing body has a health and safety committee but there is no whole school health and safety policy. The former infant and junior school policies have not been reviewed. Given the intricacies of amalgamation, the school decided not to document a strategic development plan. However, it is evident from the discussions that took place during the inspection with the governing body and senior staff that they are aware of the need to develop a strategic view for the school in its community. Alongside analysing and planning for future needs and further development within the local and national context.

Pupils' attitudes, behaviour and relationships are very good and this has a very positive impact on their learning.

9. Pupils' attitudes to learning are very good throughout the school. Parents reported that their children like coming to school. The good attendance rates reflect this. Children in the foundation stage of the curriculum in the nursery and reception classes are keen to learn. Those children, who had just started to attend the nursery during the inspection week, concentrated well on the activities offered to them. Most were interested in listening to adults and to following instructions. Year 2 pupils listened attentively to the teacher and their response to using the information and communication technology suite for mathematics work was very positive. They readily helped each other and discussed their work without prompting. At all ages in Key Stage 2, most pupils observed and spoken to were interested and fully involved in the lessons. In music the majority sing well together, but a few less mature boys appeared to sing out of tune on purpose. In a Year 6 science lesson pupils were confident in posing and responding to questions about 'planets' with regard to their size, position and relationships.

10. Pupils are clear about the way in which they should behave. The school has a comprehensive behaviour policy which aims to encourage a calm school and disciplined environment in which all children are responsible for their actions, whilst being sensitive to the needs of others. The school rules are known to all pupils and they value the rewards and sanctions arrangements. Pupils of all ages are well integrated into the life of the school. As a result of the amalgamation pupils of all ages mix very well together, for example at lunchtimes. Years 5 and 6 pupils spoke with maturity about feeling a part of 'a whole new school' and of the improved behaviour following the merger. There were five exclusions in 1999/2000, but there have not been any since September 2000 due to the successful implementation of the behaviour policy.
11. Relationships between adults and pupils and between the pupils themselves are very good. Parents are pleased with the way that the school treats their children as individuals and that as a result they achieve their full potential. Where on occasion incidences of bullying have occurred, these have been dealt with sensitively and effectively. All adults are sensitive to the needs of the pupils and the pupils respond positively to being valued as individuals. This was evidenced by the polite and pleasant manner in which adults were greeted, for example, the senior citizens who attend the luncheon club and the inspection team. During assemblies pupils are pleased for example, to share details about their birthdays and they applaud one another's successes. When opportunity is provided, pupils willingly accept responsibilities, such as acting as classroom monitors. There is still a lack of opportunity for pupils to be responsible for their own learning, including ensuring that homework is consistently set to help pupils to learn independently.

The links with the community and parents are well established and valued.

12. Parents and/or carers are pleased with the way the school works closely with them and all of those (156 parents/carers) who responded to the parental questionnaire are comfortable to ask questions or discuss a problem with the school. They are all pleased with the way Allerton Primary School is led and managed. Overall, 81 per cent of parents have signed the home-school agreement and the percentage of parents of new entrants to the school who have signed the home-school agreement is 96 per cent.
13. Following the inspection of the junior school in 1996, where a key issue for action was that the school publicise, celebrate and maintain the exemplary work with the local community. These positive efforts were extended from the inception of the newly amalgamated school to involve all parents and the local community in the life of the school. The active Parents Association is supported well and raises significant funds. The regular newsletters inform parents about curriculum and other events. A range of extra-curricular activities is provided including sport, music, summer camp (Year 4) and a multi-activity holiday in Years 5 and 6. Not all parents are aware of the full range of activities that are provided outside lessons.
14. A member of the teaching staff works as community development co-ordinator. Part of this role was to take over the successful luncheon club for senior citizens which was established by the junior school some years ago. This regular event for the residents of 'Rose Gardens' is sponsored by business and industry in the local community. The residents speak highly of the school and the way in which they are treated by the pupils. This initiative is greatly appreciated and a highlight of the month. Pupils act as companions for the senior citizens whilst they are in school. Visits also take place to 'Rose Gardens' with food parcels at Harvest time and musical events. The local television network joined and reported on the Christmas concert which took place at 'Rose Gardens'.

15. The school has established links with the Grimsby Evening Telegraph newspaper, featuring in the column 'Immingham Beat'. The school profile has been raised through several presentations, including the luncheon club, magic shows, swimming awards and reports on its summer camp visits. Local business has sponsored school events including music tuition and summer camp fund raising. Students from the local secondary school offered their free time to attend the summer camp as did members of the local community. These successful links contribute significantly to pupils' personal, social and cultural development. They are much appreciated by pupils, staff, parents and the community alike.

WHAT COULD BE IMPROVED

Standards of writing and mathematics at the age of seven in the latest test results are well below average and at the age of eleven they are well below average in English.

16. Results in the 2000 end of Key Stage 1 tests when compared with all schools nationally are well below average in mathematics. The school's performance in writing was very low in comparison with the national average. In comparison with similar schools standards attained are below average in mathematics and writing. Of this Year 2 group, a third of the pupils are on the special educational needs register. No pupils gained the higher Level 3 in their writing and mathematics tests. The teacher assessments for English and mathematics in this same year were significantly higher than the actual test results in writing and mathematics. The performance of the boys in this Year 2 group was below the national average in both writing and mathematics, whereas girls exceeded the national average for this age group in their writing but their performance fell below the national average in mathematics. A key whole school priority is to improve standards of writing and reduce the differences in attainment between boys and girls especially in English.
17. In comparison with all schools the end of Key Stage 2 Year 2000 results in English are well below average. Compared with schools which have a similar proportion of pupils eligible for free school meals, the results are below average in English. The percentage of pupils gaining Level 4 or above in English was close to the national figures. A lower than average number of pupils achieved the higher Level 5 in English at the age of eleven. Of this Year 6 group, 25 per cent were on the register of special educational needs. As a result few pupils attained the higher Level 5 in English. The school set its end of Key Stage 2 targets for 2000 in 1999 based on pupils' prior attainments. Due to the successful implementation of the National Literacy strategy, a greater number of pupils than expected gained Level 4 in their English. The performance of boys exceeded the national average in English, but the performance of girls fell below the national average. The percentage of pupils achieving Level 4 or above (79 per cent) in English was, however, eight per cent higher than the average for schools in the local education authority area. Challenging targets have been agreed by the governing body for the 2001 Year 6 group, reflecting the school's confidence in its ability to raise further standards of attainment by the age of eleven.

18. At the end of both key stages, the analysis of pupils' work and observation of pupils in lessons indicate that standards are improving in English and mathematics. A greater number of pupils in the current Year 2 and 6 are achieving higher than expected levels. This is the result of challenging teaching which is now informed by the analysis made of all test results and pupils' work. The headteacher and senior staff have embarked on a programme of monitoring the teaching and learning in English and mathematics. This has led to all pupils from Years 2 up to Year 6 being organised into groupings by ability for English and mathematics. Additional standards funding has been deployed effectively so as to create an extra literacy teaching group in Years 5 and 6. The school is using the strengths of its best teachers to influence and support improvements in all aspects of the English curriculum.

Writing skills in Key Stage 1 and handwriting skills in both key stages.

19. In the Year 2000, by the age of seven, 58 per cent of pupils gained Level 2 in the National Curriculum tests. This was 27 per cent lower than the national average. The teacher assessments in English placed pupils significantly higher than the actual test results gained. The school has identified as a part of its recently introduced School Self Evaluation Programme the need to improve and raise standards in writing throughout the school. Teachers are becoming more aware of pupils' capabilities with the introduction of individual and cohort tracking. Assessment is an area identified as in need of priority action as a part of the Year 2000/2001 development plan so as to ensure such a wide discrepancy does not take place again. This is being led well by the assessment co-ordinator. Considerable support and training has also been provided by the Local Education Authority advisory service as a means of identifying what needs to be done to improve writing skills. The school now has an action plan to improve standards in writing. Precise targets for each key stage and each year group are in place. The shared leadership by the Key Stage 1 and Key Stage 2 English co-ordinators is working well. This liaison is enabling a continuous build up of knowledge and skills as pupils move through the school. Some pupils in a Year 1 class were very slow in copying work from the white board, whereas higher attainers having completed the construction of simple sentences using specified phonemes 'ss', 'oo' and 'zz' accurately, used the dictionary to find other examples. The best examples of Year 2 work seen showed speech marks used correctly. However, there are too few opportunities provided for pupils to develop sustained, independent writing using their own resources to solve problems and bring tasks independently to successful conclusions.
20. Inspection evidence shows that handwriting skills and the quality of presentation are not as high as they should be particularly in English exercise books. Although pupils use ascenders and descenders when forming their letters these are not always correctly linked together; at other times the size of the letters is inconsistent. There is much crossing out, which is often not commented upon by teachers. Some classes use commercially lined paper, others do not and on occasion where lines were drawn for a Key Stage 1 group they were spaced too widely and pupils changed the size and style of their normal writing to fill the gaps up. This led to untidy work. Older pupils, some in Year 6, are not producing handwriting that is legibly formed and joined up. The school policy using the Nelson Handwriting Scheme is not consistently adhered to, as a result pupils' progress in realising the aim of developing legible, fast flowing and individual handwriting is slower than expected.

The procedures for assessing pupils' attainment and progress and better use of assessment information when planning future work.

21. Pupils are regularly tested at the end of each year in English, mathematics and science as a part of the National Curriculum assessments and the school uses the optional national tests in Key Stage 2. This performance data is analysed, including by gender, as a means of informing future targets for cohorts of pupils and more recently for the tracking of individual pupils. The targets agreed by the governing body in English and mathematics for Year 6 in 2001 are more challenging than those set in 2000. In the latest year 2000 end of Key Stage 1 teacher assessments there were discrepancies in the teacher assessments against the actual results attained in writing and mathematics. Teacher assessments placed pupils at significantly higher levels of attainment than they actually achieved in these tests. On entry to the nursery and reception class screening is conducted and this information is beginning to be used as a means of measuring the progress pupils are making during the time they are in school. The formal assessments of pupils with special educational needs are conducted in accordance with the Code of Practice and they make good progress towards their individual targets, which are more set for basic skills development in literacy and numeracy. Although teachers know their pupils well, there is a lack of written information about day-to-day achievement, progress and coverage. The assessment column in the daily lesson plans is often not completed. The inconsistent use of short-term assessment means that some teachers lack sufficient detailed information about what individual pupils know and understand or of the skills they have, to securely plan the smaller steps that help reach their longer term goals. However, in the nursery assessment is used well. The teacher uses detailed records as a means of helping pupils to choose from a range of activities. Good use is made of the screening conducted on entry to the nursery; this is used effectively to set targets for learning directly linked to the early learning goals. A Year 2 teacher has detailed records of progress made over time in English and mathematics. This information is used effectively to organise guided, group and independent work including the planning of appropriately challenging tasks for higher attainers. As a result most pupils in the higher attaining Year 2 numeracy group strived for accuracy and they were successful in explaining what they had done well and what needed to be improved. In the Nursery and this Year 2 group, the information gained from evaluations made of pupils' earlier learning was used well in the planning of future lessons.
22. A key issue in the previous inspection of the junior school was to build on and develop the assessment procedures. The infant school was judged not to be giving enough focus to targets related to pupil progress and attainment. The school has reviewed the former assessment policies used in the infant and junior schools and a new assessment policy was formulated and agreed by the governing body in September 2000. It is a comprehensive policy which recognises the different forms of assessment that need to take place in the short and longer term as a means of raising standards in all of the subjects of the curriculum. Assessment is seen as integral part of teaching and learning. The full implementation of the policy has yet to take place.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The specific matters which the governing body, headteacher and staff should include in the school's post-inspection action plan are listed as issues for action in order of importance, as a means of developing the school further through school improvement and the raising of standards.

Raise standards achieved in test results by seven year olds in writing and mathematics and by the age of 11 in English through continuing to improve the quality of teaching and learning by:

- ensuring that the work planned for higher attaining pupils is sufficiently challenging and that all pupils are achieving to the best of their capabilities;
- consistently using assessment information, including the moderation and marking of pupils' work, to plan future lessons and inform and share individual targets with pupils;
- ensuring that homework is consistently set to reinforce and extend what has been learned in lessons;
- reviewing the time made available for teaching in Key Stage 2, informed by the national guidance on the management of the school day;
- developing the role of the subject co-ordinators, to include monitoring teachers' planning and teaching and learning.

Paragraphs [16, 17, 18, 19, 20]

Improve pupils' writing skills in Key Stage 1 and handwriting skills in both key stages by:

- fully actioning the recently identified school development priorities of improving standards in writing across the whole school including decreasing the differences in attainment between boys and girls;
- providing more opportunity for all pupils to develop sustained, independent writing;
- ensuring that the whole school handwriting policy is known to all staff and that it is systematically monitored by senior staff to ensure that it is consistently implemented.

Paragraphs [16, 18, 19, 20]

Ensure that there is consistency amongst staff in assessing pupils' attainment and progress and that they make better use of assessment information when planning future work by:

- fully implementing the newly formulated assessment policy throughout the school supported by appropriate training for staff;
- ensuring that the end of Key Stage 1 teacher assessments are more reliable and evaluated by improved internal moderation procedures;
- monitoring how assessment informs future planning in the short and longer terms in all subjects of the curriculum;
- extending the good assessment practice that exists in the nursery and Year 2 by sharing it with all teachers.

Paragraphs [16, 21, 22]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12%	6%	47%	35%	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	R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	232
Number of full-time pupils eligible for free school meals		56

FTE means full-time equivalent.

Special educational needs	Nursery	R – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence	%
School data	4.6
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	(n/a) 10	(n/a) 6	(n/a) 14
	Girls	(n/a) 10	(n/a) 9	(n/a) 9
	Total	(n/a) 20	(n/a) 15	(n/a) 23
Percentage of pupils at NC level 2 or above	School	(n/a) 85	(n/a) 58	(n/a) 88
	National	(82) 84	(83) 85	(87) 90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	(n/a) 14	(n/a) 115	(n/a) 16
	Girls	(n/a) 10	(n/a) 10	(n/a) 10
	Total	(n/a) 24	(n/a) 25	(n/a) 26
Percentage of pupils at NC level 2 or above	School	(n/a) 92	96	100
	National	(82) 84	(86) 88	(89) 88

Percentages in brackets refer to the year before the latest reporting year. n/a= not available.

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	25	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	(n/a) 19	(n/a) 23	(n/a) 23
	Girls	(n/a) 15	(n/a) 15	(n/a) 17
	Total	(n/a) 34	(n/a) 38	(n/a) 40
Percentage of pupils at NC level 4 or above	School	(n/a) 79	(n/a) 88	(n/a) 93
	National	(70) 75	(69) 72	(77) 85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	(n/a) 21	(n/a) 22	(n/a) 23
	Girls	(n/a) 15	(n/a) 15	(n/a) 14
	Total	(n/a) 36	(n/a) 37	(n/a) 37
Percentage of pupils at NC level 4 or above	School	(n/a) 84	(n/a) 88	(n/a) 86
	National	(68) 70	(69) 72	(75) 80

Percentages in brackets refer to the year before the latest reporting year. n/a= not available.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	215
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	4	1
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: R – Y6

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	25.2
Average class size	25.8

Education support staff: R– Y6

Total number of education support staff	6
Total aggregate hours worked per week	133.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	340603
Total expenditure	308442
Expenditure per pupil	1110
Balance brought forward from previous year	0
Balance carried forward to next year	32161

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	272
Number of questionnaires returned	156

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	44	54	1	0	1
My child gets the right amount of work to do at home.	30	49	12	1	2
The teaching is good.	72	27	0	0	0
I am kept well informed about how my child is getting on.	46	47	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	69	30	0	0	0
The school works closely with parents.	48	49	3	0	0
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	56	39	3	0	1
The school provides an interesting range of activities outside lessons.	30	36	15	4	12