

# INSPECTION REPORT

## **FARSLEY FARFIELD PRIMARY SCHOOL**

Farsley

Leeds

LEA area: Leeds

Unique reference number: 107981

Headteacher: Jane Cholmondeley

Reporting inspector: J. Ann Sharpe  
18101

Dates of inspection: 24<sup>th</sup> – 25<sup>th</sup> March 2003

Inspection number: 246746

Short 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:	Cote Lane, Farsley, Leeds	
Postcode:	LS28 5ED	
Telephone number:	0113 2146083	North building (Juniors)
	0113 2146084	South building (Infants)
Fax number:	0113 2146121	
Appropriate authority:	The governing body	
Name of chair of governors:	Graham Foster	
Date of previous inspection:	2 <sup>nd</sup> – 6 <sup>th</sup> March 1998	

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18101	J. Ann Sharpe	Registered inspector
11437	Tony Anderson	Lay inspector
17681	Roger Sharples	Team inspector
3533	Alan McGregor	Team inspector

The inspection contractor was:

Peak Education Partnership  
Cockerham House  
Huddersfield Road  
Barnsley  
S70 2LT

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

### **INFORMATION ABOUT THE SCHOOL**

This large primary school serves an area of mixed rented and privately owned homes about six miles from the centre of Leeds. The 362 pupils (183 boys and 179 girls) between the ages of three and eleven include 52 children who attend the nursery part-time. The number of pupils on the registers has increased since the last inspection. A large number of parents from areas well beyond the school's traditional catchment select the school for their children, and it is almost full. There is a fairly wide ethnic mix of pupils; most are from white families and about ten per cent are from Pakistani, Indian or mixed race homes. Twenty-two pupils speak English as an additional language (above average), but very few are at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with special educational needs and formal statements. When children start in the nursery, their attainment is broadly typical for children of their age. The school occupies a split site, and the two main buildings are 200 metres apart. A private company manages the on-site childcare, and some parents take advantage of the service offered.

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

Farsley Farfield Primary is a popular and successful school that provides a good quality of education. Pupils make good progress in the friendly and caring environment, and reach high standards by the end of Year 6. Good leadership and management, good teaching and a very rich curriculum help pupils to achieve well, especially in their personal and social development. The school gives good value for the funding that it receives.

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

- Pupils reach high standards in English, mathematics and science by the end of Year 6.
- Pupils are making very good progress in information and communication technology (ICT).
- Pupils respond very well to the high priority that the school gives to their personal and social education.
- Good quality teaching helps pupils to learn quickly.
- The very good leadership of the headteacher encourages everyone to work together as a team.

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

- Teachers need to involve pupils more fully in their own learning by setting them specific National Curriculum targets to aim for, and by planning work to help the pupils to reach their targets over time.

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

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

Overall, since 1998 improvement has been good. Governors have taken solid steps to correct the key issues in the last report, but further work is required to move forward again with improving procedures for assessing pupils' attainment. National test results for pupils in Year 6 have improved a little beyond the national trend, although test results for pupils in Year

2 have dipped in reading and writing. Improvements in teaching have resulted in a higher standard of children's work by the end of the Reception Year and by the end of Year 6. The school has done a lot to broaden the curriculum, as well as responding to many national and local educational initiatives to improve the quality of pupils' education. The school has earned several national awards, including an award for high academic standards. The grounds have improved significantly, and links with parents and the community have been strengthened. Staff who work in separate buildings now have a more united approach to their work, and there is a greater sense of wholeness about the school. The headteacher and governors hope that a more settled staffing situation after Easter will help to lift standards by the end of Year 2, and place the school in a better position to be able to continue to improve.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	D	B	A	A
Mathematics	B	C	A	A
Science	A	D	B	B

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

The very good performance of Year 6 pupils in the 2002 tests exceeded governors' targets and teachers' expectations, especially in mathematics. Governors have set challenging targets for this year's results in English and mathematics, but the Year 6 pupils are not expected to perform quite as well as the last Year 6 pupils did. The 2002 results for pupils in Year 2 were average and in line with similar schools in reading and mathematics, but they were below average and below similar schools in writing. Teachers' assessments in science were well below average and well below similar schools. In the last two years, the education of pupils in Years 1 and 2 has been disrupted by several teaching staff changes. This has resulted in some uneven progress over time, although strong teaching in literacy and numeracy lessons is currently helping pupils to catch up. Nevertheless, test results are not expected to rise this year. The standard of pupils' work is above average by the end of the Reception Year, average by the end of Year 2 and above average by the end of Year 6. Pupils are now making very good progress in ICT lessons, and improving the experimental areas of their work in science. The older pupils write for a very wide variety of purposes, and pupils of all ages have a very good knowledge of the words associated with language and literature. Handwriting and presentation by the end of Year 6, however, are not always as good as they should be. All pupils achieve very well in their personal, social, health and citizenship education. This creates a very positive climate for all their learning, and helps pupils to achieve well, overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and enjoy taking responsibilities. They are keen to take part in the wide range of activities that allow them to become involved in the life and work of the school.
Behaviour, in and out of classrooms	Good. Pupils know what is expected of them, and only rarely let their teachers and other adults down.
Personal development and relationships	Very good. Pupils get along very well together and become increasingly mature, thoughtful, caring and sensible in their outlook towards other people.
Attendance	In line with the national average. Although authorised absence was above average last year, there was below average unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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*

Teaching meets the learning needs of pupils well, overall, including those with special educational needs and those who speak English as an additional language. Teaching in English and mathematics helps pupils to make good progress in the basic skills of literacy and numeracy. Due to improvements in science teaching, pupils are getting better at the investigative aspects of their work. They are making rapid progress in ICT lessons because of teachers' widening expertise and growing confidence. Very good teaching in the reception classes gives children a head start with their schoolwork. Teachers plan successful lessons because they know the National Curriculum and the strategies for teaching literacy and numeracy well. They ask pupils questions requiring thoughtful answers, and put a lot of emphasis on helping pupils to learn to use the vocabulary associated with each subject. Most lessons move forward at a very brisk pace at first, although pupils' concentration is not as good when they work away from the direct supervision of teachers. Teachers manage their pupils' behaviour in a friendly but firm way. They expect highly of their pupils to think and work hard, but they could do more to lift the standard of pupils' handwriting and presentation. Teachers mark pupils' work thoroughly, and make them aware of what they have done well and how they could have improved each piece of work. They have started to set pupils general targets to aim for in literacy and numeracy, but when asked, some pupils did not know what their targets were. All teachers are enthusiastic, caring, supportive and hard working. They pull together as a team and are keen for their pupils to do well, both academically and socially.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The very good curriculum gives all pupils a rich variety of learning experiences, while keeping a strong focus on literacy and numeracy. The very good quality of personal, social, health and citizenship education helps pupils to learn how to live healthily, express their feelings and value the opinions of others. The number and range of extra-curricular activities are excellent.
Provision for pupils with special educational needs	Good. Pupils have the support they need to make progress at the same rate as all other pupils in their class.
Provision for pupils with English as an additional language	Good. Pupils are fully integrated into all activities and their learning is not hindered by any language differences.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The very good provision contributes significantly to the school's friendly, caring and inclusive ethos. Pupils have a lot of opportunities to think deeply about issues and to express their own ideas. They are taught the differences between right and wrong, and learn how to get along harmoniously with other people. The excellent range of opportunities to learn about our multi-cultural society prepares pupils very well for their future lives.
How well the school cares for its pupils	Staff watch over pupils' general welfare and social development very well. The need to improve procedures for assessing pupils' attainment, setting them targets to aim for and keeping a close eye on their progress over time has already been recognised by the school.

The school reaches out to parents and the wider community very well, and many parents respond to requests to become more involved in their children's education. Parents have a good opinion of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall, with very good leadership by the headteacher, who is the main driving force in the many successful initiatives. Relationships are very good, and there is a very strong sense of teamwork. Senior staff and teachers with special responsibilities take their duties seriously and work hard. They play a significant part in leading improvements, especially when the school has a strong focus on their particular areas of responsibility. The smooth day-to-day running of the school is due to very good communication and the very effective management of the split site.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They are closely involved in setting the direction for the school, and are keen for the staff and pupils to do well. They know a lot about what the school does well and what the main areas for improvement are. Governors ensure that the school meets its legal requirements and that the values and ethos statement is seen in practice.
The school's evaluation of its performance	Good overall. The headteacher and staff do a great deal to evaluate the school's provision, and governors follow the progress of their work. Subject co-ordinators are beginning to analyse pupils' performance in greater detail, and the school is planning to increase the time available for them to find out about teaching, learning and standards in classes other than their own.
The strategic use of resources	Good. The budget is fairly tight and the school takes advantage of opportunities to apply for extra funding. Governors use grants for the intended purposes. Procedures for getting best value from spending and for following up the impact that this has on teaching and on standards are sound.

Staff work hard to overcome the disadvantages of a split site, and make sure that the accommodation provides a good place for pupils to learn.

## 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 coming to school and make good progress.</li> <li>• Good teaching ensures that children work hard, behave well and become more mature.</li> <li>• Parents feel comfortable approaching staff with questions or problems.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents would like more information about how their children are getting on, and would like the school to work more closely with them.</li> <li>• A few parents think that the school should provide a more interesting range of activities outside normal lessons.</li> </ul>

Inspectors agree with parents' positive views about the quality of their children's education. The school keeps parents very well informed about all aspects of school life and their children's progress. Staff and governors do a lot to involve parents as fully as possible. Extra-curricular activities are excellent, when compared to provision in most other schools of this size.

## **PART B: COMMENTARY**

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

#### **Pupils reach high standards in English, mathematics and science by the end of Year 6.**

1. Pupils' performance in the 2002 national tests for eleven year olds was well above average and well above similar schools in English and mathematics. It was above average and above similar schools in science, because all the pupils attained the level expected for their age. The school exceeded its own targets for the proportion of pupils attaining the level expected for their age (Level 4) or above it in English and mathematics, and pupils performed a lot better in the science tests than the teachers' assessments had predicted. These pupils have now left the school, however, and the current pupils in Year 6 are unlikely to reach the same very high standards, although the school has plans to hold special classes in the holidays and on Saturday mornings to give some pupils help to do better in their tests.

2. The standard of pupils' work in speaking, listening, reading and writing is above average. All teachers are very familiar with the National Literacy Strategy and are always looking for ways to improve their teaching. The school places the older year groups of pupils into classes of pupils with broadly similar levels of attainment (sets). In this way, teachers narrow the range of ability in each class and organise smaller classes for those pupils needing most help. Teachers plan interesting literacy lessons that motivate pupils and challenge their thinking. In a lesson in Year 6, for example, the teacher expected the higher attaining pupils to remember their previous work about time connectives. He asked them to read a fairly advanced extract and discuss it, with an emphasis on considering the chronological order of the main features in the passage. The teacher's own knowledge of English grammar was very good, and this helped him to present the work to pupils in the way most likely to help them to understand. Pupils listened very well to the teacher, read the text showing understanding and used advanced terminology, such as 'biography' and 'recount', correctly when answering questions. Pupils in the lower attaining set also used terminology, such as 'bracket' and 'time connective', correctly. The teacher and the classroom assistant both asked inferential questions skilfully, and pupils showed how well they understood what they were reading by referring to the text to give their answers.

3. Pupils write for an increasingly extensive range of audiences and purposes, including a lot of writing as part of work in other subjects, as well as in personal, social, health and citizenship education. They do particularly well when presenting their work using word processing on computers. Pupils in Year 6 have written very thoughtfully and sensitively to argue a point – 'Should fox hunting be banned?' They have also written delightful alternative viewpoints from traditional stories, evaluations of their models in design and technology, comparisons of biographies and autobiographies, sports reports for newspapers, formal and informal letters, persuasive writing for Comic Relief Day and much, much more. The standard of pupils' grammar, punctuation and spelling is above average, and pupils use words to very good effect to enliven their writing.

4. The standard of pupils' work in mathematics is above average. As in literacy lessons, older pupils are taught in sets for numeracy, and all teachers are very familiar with the National Numeracy Strategy. Teachers understand the basic principles of successful numeracy teaching, such as helping pupils to find different ways to solve mental problems, and explaining how they have worked their answers out in their heads. This was seen in lessons in Year 6, when teachers asked very challenging questions in relation to solving problems and learning about percentages. Higher attaining pupils, for example, were asked to explain how they worked out the answer to  $32 \times 15$  in their heads. One pupil explained that

she first multiplied 32 by 10, and then by 5, and then added the two numbers together. Similarly, lower attaining pupils were asked to calculate 5, 10 and 15 per cent of numbers. They were able to do so, and the teacher insisted that they showed on their individual boards how they had worked their answers out. Pupils' previous work shows that most work accurately and confidently with fairly advanced mathematical calculations and ideas, such as co-ordinates in quadrants, scale and abstracting information from data. They apply their knowledge and understanding well when solving problems across a broad range of work in mathematics, as well as in other subjects, such as science and geography. Pupils' knowledge and use of the terminology of mathematics are very good.

5. The standard of pupils' work in science is above average. A current priority for the school development plan (SDP) is to develop investigative science, and this work is progressing very well. Pupils throughout the school have the opportunities they need to learn to work practically, find out what makes their tests fair and record what has happened in their experiments. In their lesson, pupils in Year 6 investigated the length of shadows with changing height of lights. They looked for information from secondary sources and interpreted scientific data. Pupils worked independently, described their findings in detail and made deductions from their observations. They attained high standards because their teacher asked a lot of them and found ways to help pupils to understand this complex scientific idea. Pupils' previous work shows that they cover a lot of areas of scientific enquiry, set themselves questions, draw conclusions, evaluate evidence, make fair comparisons, use scientific terminology, and record their findings in different ways, including writing and using computer data-bases.

6. Although the work of pupils in most other year groups was not looked at in as much detail, evidence suggests that most pupils are on track to reach similar high standards of work by the time they leave the school. Pupils with special educational needs and those who speak English as an additional language make progress at the same pace as other pupils of the same age.

### **Pupils make very good progress in information and communication technology (ICT).**

7. Governors and staff have put a lot of money and effort into improving provision for pupils to learn ICT skills, and teaching has improved since the last inspection. A current priority for the SDP is to develop ICT links with all subjects of the curriculum. The two computer suites, one in each building, are now very well equipped with high quality computers and other equipment, such as interactive whiteboards and printers. There are also a lot more computers found in classrooms and along the corridor of the south building, making a ratio of one computer for every six pupils in the school. There has been a lot of training for teachers and support staff, making adults more confident to teach all aspects of the ICT curriculum. The school employs a technician to maintain the resources, and this allows teachers to concentrate on helping pupils to make progress in lessons. Every pupil in Years 1 to 6 has a minimum of one hour weekly teaching and learning time. The co-ordinator is fairly new to the post, but has a very good overview of the school's progress. The subject has a high profile in the work displayed everywhere in the school, and this gives pupils very good attitudes and a sense of pride in their many achievements.

8. This very supportive background means that teachers are positive about ICT, and their own expertise is becoming stronger all the time. This helps them to challenge their pupils to learn new skills and to provide opportunities for them to practise using their skills in meaningful contexts. Teachers use the hardware and try out the good range of software available with their pupils. This enables them to widen the scope of pupils' work and to make good links between subjects in their planning. Pupils are very enthusiastic in lessons, and not at all inhibited by new technology, although most already have computers at home. They

listen very well to their teachers, work together co-operatively and treat equipment with care and respect. Pupils with special educational needs take a full part in lessons and have the help they need to achieve as well as their friends. Classroom assistants make a strong contribution to pupils' very good progress in lessons. This was seen in Year 3, when a knowledgeable assistant asked pupils questions skilfully to encourage them to think hard and to talk about their work. She had a good level of expertise and was able to use her time helping the teacher to make sure that pupils were able to complete their task.

9. Teachers use direct teaching methods very well, for example when using the interactive whiteboards to teach all the pupils new skills together. They are very good at planning challenging and meaningful work, so that, as pupils learn new computer skills, they extend their understanding of the uses of ICT in our society and daily lives at the same time. The lessons in Years 3 and 4, for example, made very good links with pupils' work in science and their work on measuring in mathematics. During their lesson, pupils in Year 6 did very well when learning to organise and refine a presentation for a specific audience as part of their history topic. The older pupils use the Internet regularly for researching in other subjects, and know how to send and receive e-mails. The school's website is a very good example of how well pupils understand the uses of advances in technology. Pupils are also very aware of the school's procedures for Internet safety.

10. Folders of pupils' previous work and evidence from an external consultant suggest that, by the end of the year, standards may well be above national expectations in Year 6. This is because of the high proportion of pupils who are on track to reach at least the level expected for their age.

### **Pupils respond very well to the high priority that the school gives to their personal and social education.**

11. Everyone places a lot of emphasis on improving pupils' personal and social skills. This ensures that pupils of all ages and all levels of attainment enjoy school and take their learning seriously. The very broad and rich curriculum throughout the school provides many opportunities for pupils to experience enjoyment and success in their learning, and provision extends well beyond the National Curriculum. The school has taken part in several national initiatives to broaden the curriculum, such the Activemark Gold award, the Stephen Lawrence award and the Investors in Pupils award. This is the only school in Leeds to have been 'fast-tracked' to Level 3 of the Healthy School Standard Award. There are plans in place to apply for two further awards: the Arts Charter Mark and the Inclusion Charter Mark. All these awards involve a great deal of effort on the part of staff, and the benefits to the pupils are evident in their mature, sensible and thoughtful attitudes.

12. Teachers are very good at planning programmes of work that engage pupils' interest and motivate them to want to find out more. As part of their science topic on 'Energy' in Year 6, for example, pupils wrote very thoughtful poems and newspaper reports about caring for our planet. They made links with their work in mathematics by drawing graphs to show the insulation capability of materials, and links with their work in design and technology by designing posters to encourage people to conserve water. The school invites guest speakers to work with the pupils; for example two well-known literary speakers have inspired pupils to improve their writing. Pupils have mature learning skills because the curriculum is organised so thoughtfully, and because teachers expect a lot of pupils when responding to a very wide range of learning opportunities.

13. The outdoor curriculum also makes a very good contribution to pupils' personal development. The extensive grounds have been very well planned to stimulate pupils' interest and to add an extra dimension to their lessons and to their outdoor play. Teachers take

advantage of this resource in lessons, for example to stimulate pupils to write about their feelings when they have been in the willow tunnel or followed the sensory trail. The tree trail, conservation area and pond also help pupils to develop a sense of caring about the natural world. Pupils use the grounds very well for leisure and recreational purposes. They are confident to use the large open spaces and equipment, and they are imaginative and happy in their play. The grounds are a strong encouragement for pupils to behave well, away from the very close supervision of adults, and there are rarely any problems. Mid-day supervisors benefit from very good written guidance that ensures a consistent approach to managing pupils' behaviour and play. Consequently, pupils take advantage of all the facilities in a sensible and safe manner.

14. The number and range of extra-curricular activities are excellent and many girls and boys take part. This provision helps pupils to understand that their learning extends beyond the classroom, and it gives every pupil an opportunity to be successful at something. In February, for example, the school offered 21 extra-curricular activities to pupils from Year 2 to Year 6, covering sport, dance, music, crafts and library. Educational visits often extend beyond the normal school day, and the older pupils take part in a residential visit. Staff have planned extra lessons in literacy and numeracy for pupils in Year 6 to take place on Saturday mornings and during the Easter holidays.

15. The very good provision for pupils' moral and social development ensures that they behave well and play their part in achieving a happy and successful school community. The school council, for example, helps pupils to learn about living together in a democratic way. Pupils understand and follow the procedures, for example when they keep minutes of their meetings. Pupils take a lead from their teachers in the way that they treat one another. They are helpful and respectful, as when the older pupils look after the younger pupils at lunchtime. Lessons in personal, social, health and citizenship education provide opportunities for pupils to reflect on their own actions and behaviour. A teacher in Year 5 recently wrote her own story about the problems being faced by a black boy at school because of the inconsiderate behaviour of other pupils. She wrote the story to help the class to deal with difficulties with relationships in their own school lives. She felt very pleased with the way that pupils had responded to the story and to the mature discussion that followed it. Assemblies often make a very positive contribution to pupils' spiritual development. During the inspection, for example, pupils responded very well to questions about their feelings and being a good friend. This linked very well with the story of the Good Samaritan and to recent events on Comic Relief Day.

16. The school makes excellent provision for pupils to learn about the multi-cultural nature of the society in which they live. Teachers take advantage of the wide range of opportunities to extend pupils' multi-cultural understanding as an integral and natural part of the curriculum. In a lesson for reception age children, for example, the music played during tidying up time was Indian music, and when older pupils learn about patterns in mathematics, they include a study of Hindu rangoli patterns. The celebration of One World Day did much to increase pupils' understanding of the wider world. In the last twelve months, there have been many visitors to the school, representing several different cultures and a wide range of activities, such as dancing, storytelling and cooking. Teachers are not afraid to tackle difficult issues with the pupils; for example, the work on racism challenged pupils to think deeply about issues that affect people's lives.

17. There are a host of other examples of pupils' very good personal and social development. These include the very thoughtful and careful completion of homework projects in Year 6 literacy, work seen in the Citizenship Project file, topics on life in Africa, and work in geography, when Year 2 pupils used the locality to find out information for their topic on 'Houses and Homes'. Staff take pupils out into the wider community very regularly, for

example to take part in many sports competitions and tournaments. All this very good provision contributes greatly to pupils' achievements at school, because it gives them increasing confidence and a growing sense of pride in themselves and their school.

### **Good quality of teaching helps pupils to learn quickly.**

18. The sample of lessons seen was fairly small; it was largely agreed with the headteacher in advance to include lessons being taught by the co-ordinators of subjects. Judgements also take account of pupils' previous work and discussions with them about it. All teachers are positive and hardworking because they want their pupils to do well. They work together as a strong team and try hard to overcome the disadvantages of the split site.

19. As a result of good teaching, pupils' learning skills are well developed. Teachers' thorough knowledge of the National Curriculum and of the national strategies for teaching literacy and numeracy helps them to plan lessons that have clearly defined purposes. They organise the right kind of work to help the pupils to learn effectively, and their introductions to lessons and their explanations are very brisk and clear. In a numeracy lesson for pupils in Years 1 and 2, for example, the teacher wanted the pupils to learn about the links between addition and multiplication; for example that  $4 \times 2$  has the same answer as  $2 + 2 + 2 + 2$ . She explained this in ways that the pupils could understand, and then helped them further by asking them to look for patterns when counting pairs of socks, apples in packs of four and eggs in boxes of six. All the pupils, including those with special educational needs, built very well on their existing skills, and by the end of the lesson, some pupils were able to spot patterns of numbers on a 100-square. The pupils enjoyed the lesson, and took delight in recording their ideas on paper and in getting their answers right.

20. Teachers understand the importance of teaching basic skills thoroughly. Teaching in the nursery helps children to settle quickly into school life and routines, and to begin learning about letters and numbers. In the reception classes, very good teaching gives children a head start with learning to read, write and work with numbers. Reception class teachers are very good at helping children to get the most from the very wide range of high quality activities and resources that they provide each day, both indoors and outdoors. Consequently, children quickly discover that learning is exciting, and they become confident to work with a wide range of equipment and materials and with several different adults. In a lesson in Year 1, pupils made very good progress when learning to read new words by looking closely at the sounds represented by groups of letters. By looking at the dialogue used in a traditional story, pupils improved their ability to put expression into their own reading.

21. Pupils in Years 2 and 6 demonstrated good alphabetical ordering skills, very good knowledge of the terminology associated with books, such as 'blurb', 'glossary', 'index' and 'contents', and good knowledge of how to use the library. This indicated that these basic skills have been taught well in previous lessons. In all lessons, teachers emphasise the vocabulary that is specific to each subject, and pupils learn to use new words themselves in both their speech and their writing. In a science lesson for pupils in Years 3 and 4, for example, pupils learned to use the words 'plaque' and 'decay' when talking about the importance of dental hygiene.

22. Teachers manage their pupils' behaviour very well, overall. There is a lot of evidence to indicate that teaching in personal, social, health and citizenship education is very good, and this contributes significantly to pupils' very good personal development. Although teachers know that some pupils display challenging behaviour at times, their positive approach, very good relationships, high expectations and good organisation leave little time or opportunity for pupils to break the class or school rules. Teachers understand well what they have to do to deal effectively with particular behavioural problems. The fact that teachers

provide a lot of challenges in lessons keeps pupils motivated and working hard. In a science lesson in Year 5, for example, the teacher expected pupils to make detailed observations and to explain what had happened in their experiment on evaporation. Teachers regularly ask their pupils challenging questions that require them to think hard before answering. In a literacy lesson in Year 2, for example, the pupils had to think very hard to answer their teacher's questions about an extract from the book they were reading together.

23. The picture of overall good teaching across the school matches with pupils' good learning and achievement over time. It also confirms the views about teaching expressed by parents who responded to the inspection questionnaire.

**The very good leadership of the headteacher encourages everyone to work together as a team.**

24. The headteacher's personal drive, enthusiasm, dedication and commitment to the school and to its pupils encourage everyone to work hard together as a team. The very good relationships between governors, teaching staff, support staff, parents and pupils are due to the way that she encourages and values contributions from everyone. This style of leadership is the main reason why all staff work hard and why so many initiatives are successful.

25. When the school was last inspected in 1998, the headteacher had been in post for only a short time. Although two schools on the same campus had amalgamated in 1994, they were still operating fairly independently. The headteacher has been very successful in her aim to overcome the disadvantages of a split site by uniting the staff, and she has led this change in a careful and measured way. Communication between the two buildings is now very good, and it is only physical space that still creates a division. Although the headteacher, deputy headteacher and another senior teacher are based in the south building, two members of the senior management team are based in the north building, and another newly appointed senior teacher will join the team after Easter. The headteacher has secured smooth day-to-day running in both buildings. She has done this by delegating management responsibilities to senior staff, arranging appropriate staff training and keeping a close eye out for ways to continue to pave the way for teachers to increase their own leadership skills.

26. Governors are well aware of the disadvantages of the site and of the poor physical state of some parts of the buildings. They are supporting the headteacher very well by exploring the possibilities of having a new school building built in the middle of the site. The fact that everyone shares the headteacher's determined vision for the future makes success with this next important phase in the life of the school more likely.

27. Since 1998, there have been many national educational developments and changes. The headteacher has kept abreast of these, and has also kept governors informed and involved in making important decisions. The headteacher has led staff and governors successfully through the many changes and improvements that have either been required or that she has seen as positive improvements for the school. Gaining several important national awards, for example, has raised the standing of the school within the community, and organising the on-site childcare has encouraged more parents to select the school for their children. As a result, the number of pupils in the school is increasing. The main thrust of all these initiatives, however, has been to lead improvements in the quality of pupils' education. Other staff, governors and pupils have supported all these initiatives very well, and this explains why the school is so successful in gaining national awards.

28. Since the last inspection, there has been an increase in the amount of close examination of the school's provision, and checking this provision against external criteria in

order to find out what needs to improve. The school uses the local education authority model of 'self-evaluation' for this purpose. The headteacher involves everyone in this process, particularly the senior management team, who have a wide range of collective expertise and skills to offer. The school's success with introducing Golden Time (a time set aside for pupils, teachers, support staff and parents to take part in a variety of chosen activities together) is due to the enthusiasm and commitment of senior staff. The headteacher delegates wisely, within a fair and sensible leadership and management framework, to make sure that subjects and important areas of school life are overseen. Subject co-ordinators take their responsibilities very seriously, and feel encouraged by the positive role model of their headteacher. They are keen to use their expertise in ways that are helpful to other teachers, and the headteacher gives them the confidence to do so.

29. The headteacher keeps a keen eye open for all opportunities to work with governors to secure additional funding and to take part in national and local initiatives. One example is the funding recently gained for extra classes to prepare pupils in Year 6 for their secondary education. Also, the work of the Learning Mentor has a very good impact on the behaviour and welfare of pupils. Such initiatives help governors to manage the tight budget and fairly low contingency fund. The headteacher keeps them well informed about the life and work of the school, and encourages them to take on particular responsibilities. Governors know what it means to be a 'critical friend', and the headteacher actively encourages their close involvement in the school's progress. Consequently, governors make sure that the school meets all legal requirements and that the values and ethos statement is seen in practice all the time.

30. The headteacher encourages a strong partnership with parents and carers, and the inspection questionnaire indicates that parents think that the school is well led and managed. The headteacher puts everything in place to keep parents very well informed and to involve them as fully as possible in their children's education. The school's website is just one of the many ways that some parents can keep in touch with what is happening at school. Similarly, there are very good links with the community, especially other local schools and educational institutions; for example the school supported a local secondary school with a successful bid to gain Sports Status. All these links keep the school at the forefront of local developments and improve the quality of pupils' education considerably.

## **WHAT COULD BE IMPROVED**

**Teachers need to involve pupils more fully in their own learning by setting them specific National Curriculum targets to aim for, and by planning work to help the pupils to reach their targets over time.**

31. A key issue in the last inspection report was to develop further the systems for assessing pupils' work, apply them consistently, use information to inform planning and utilise statistical information. Governors tackled this issue soundly at the time, but staff are now reconsidering procedures for assessing pupils' attainment to take account of further national developments and changed expectations. The co-ordinator for the Foundation Stage, for example, is well on the way with introducing very good revised procedures for assessing the attainment of the younger children in the school, and for using information from the assessments to pitch children's work at the right level. Also, teachers of the older pupils are well aware that current changes to the way that National Curriculum tests are set and marked impact on their teaching and need to be reflected in their day-to-day work.

32. Assessment is not one of the main priorities for this year's SDP, but stretching more able pupils and raising standards for lower ability pupils are listed as areas for development;

these are matters that depend considerably upon making accurate National Curriculum assessments and using the information to help pupils to build on their previous learning. The assessment co-ordinator's audit of progress so far, along with the school improvement folders and records of pupils' attainment over time (tracking folders) show that staff have already done a lot of work on assessment and considered how things need to move forward now. Subject co-ordinators are beginning to look more closely at the data being collected, but they do not yet always have a full enough picture of strengths and weaknesses in pupils' attainment. Co-ordinators for English, for example, although fairly new to the post, are still waiting to receive an analysis of the 2002 test results, and do not know the detail about what let pupils down last year in the reading and writing tests for seven year olds. Similarly, co-ordinators for science do not know whether the teachers' assessments for seven year olds this year are likely to show the very much needed improvement on last year's assessments.

33. In the past, teachers have undertaken a lot of work to help them to make sure that they award accurate National Curriculum levels to the pieces of work they assess. Portfolios of assessed writing and work in ICT, for example, have involved working closely with other teachers and sometimes with other schools. A portfolio of assessed and levelled work in mathematics has now been compiled. Nevertheless, problems have arisen because teachers' assessments have not matched National Curriculum test results as closely as they might have. The headteacher believes that inaccurate assessments explain the disappointing teacher assessment results in Year 2 science last year and the fact that pupils in Year 6 performed better in their tests than the teachers' assessments anticipated, especially in science. The assessment co-ordinator believes that teachers are now getting better at levelling pupils' work accurately, and very recent checks for work in Year 2 were found to be completely on target.

34. Teachers are clear about what they want pupils to learn in lessons. They are putting revised procedures into place for assessing pupils' attainment against the planned learning objectives, for recording how much each pupil in the class has learned. In the sample of literacy and numeracy lessons seen during the inspection, teachers had different expectations for pupils of differing levels of attainment. In the Year 6 sets in English, for example, both classes worked towards very similar learning objectives, but the lower attaining set worked in a much smaller group and had extra help from a classroom assistant. Their writing task was simplified, and they had much more guidance with their writing than the higher attaining pupils did. Pupils' previous work suggests that this is often the school's practice. Also, there were examples of previous work when all the pupils in the class had the same task, but it was not always matched closely enough to their prior attainment. While teachers often set differing tasks for pupils of differing prior attainment in the class or set, they do not always yet link pupils' work clearly to the next National Curriculum level that pupils need to work towards.

35. Teachers have started to give pupils individual targets for improving their work in literacy and numeracy. When asked about these targets, however, there was a very mixed response from pupils of all ages. Some pupils could say, in very broad or general terms, how their work needs to improve; for example, "I have to read faster", or "I have to get better at spelling", or "I have to re-read something if I don't understand it". Some older pupils needed to look at their books to remind them what their targets were, and some pupils had no idea at all about the next step in their learning. Some pupils do not yet have any targets. No pupils could refer to any group targets in literacy and numeracy.

36. Teachers involve pupils in their own learning by marking work and giving both praise and pointers for improvement, and they often tell pupils at the start of lessons what they are going to learn about. In literacy and numeracy work for pupils in Year 6, for example, pupils start their work each day by writing out the objective for the lesson. There is a lot more scope, however, given pupils' very good attitudes and their thirst for learning, for setting them

clear, challenging and specific National Curriculum targets, as individuals or as groups, and providing the work needed to make sure that pupils reach their targets over a given period of time. Following the Year 2 reading and writing test results in the last two years, setting targets with pupils and striving together to reach them would have placed the school in a better position for driving up standards. Similarly, the current Year 6 pupils are said by teachers to have consistently shown lower attainment in previous years; there is potential, however, for improving their performance even more quickly by involving pupils in their own National Curriculum target levels, and by making sure that their work gives them enough of the right kind of opportunities to reach their targets.

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

37. In order to raise standards further, especially by the end of Year 2, governors and staff should continue to improve arrangements for assessing pupils' attainment and measuring their progress by:

- making sure that teachers' National Curriculum assessments are always accurate;
- using assessment information to highlight what pupils need to learn in order to reach the next National Curriculum level, and planning work to help them to do so;
- setting targets for pupils to aim for over time, and involving the pupils more fully in their own learning and progress.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	11	5	0	0	0
Percentage	0	36	44	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	336
Number of full-time pupils known to be eligible for free school meals	N/A	38

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	4	53

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	22

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	23	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	14	19
	Girls	21	22	20
	Total	38	36	39
Percentage of pupils at NC level 2 or above	School	83 (79)	78 (90)	85 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	21	19
	Girls	21	21	21
	Total	38	42	40
Percentage of pupils at NC level 2 or above	School	83 (88)	91 (95)	87(95)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	27	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	23
	Girls	26	24	27
	Total	44	46	50
Percentage of pupils at NC level 4 or above	School	88 (88)	92 (74)	100 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	20
	Girls	26	23	24
	Total	42	42	44
Percentage of pupils at NC level 4 or above	School	84 (76)	84 (71)	88 (88)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	252	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	38	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	14	0	0
Asian or Asian British - Pakistani	19	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	26
Average class size	28

### Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	246

### 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	37
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2001/2002
	£
Total income	658,520
Total expenditure	653,200
Expenditure per pupil	1,710
Balance brought forward from previous year	10,320
Balance carried forward to next year	15,640

## Results of the survey of parents and carers

Questionnaire return rate 52.3%

Number of questionnaires sent out	388
Number of questionnaires returned	203

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	4	2	0
My child is making good progress in school.	49	49	1	0	0
Behaviour in the school is good.	44	53	1	0	1
My child gets the right amount of work to do at home.	33	54	9	2	2
The teaching is good.	58	38	2	0	1
I am kept well informed about how my child is getting on.	38	46	13	2	1
I would feel comfortable about approaching the school with questions or a problem.	58	35	5	1	1
The school expects my child to work hard and achieve his or her best.	61	37	1	0	1
The school works closely with parents.	39	49	8	1	2
The school is well led and managed.	59	37	1	0	2
The school is helping my child become mature and responsible.	52	43	4	0	1
The school provides an interesting range of activities outside lessons.	44	39	8	1	0

### Summary of parents' and carers' responses

Fourteen parents added comments to their questionnaire forms. They expressed either support for the school or individual concerns.