

# INSPECTION REPORT

**CRADLE HILL COMMUNITY PRIMARY  
SCHOOL**

Seaford

LEA area: East Sussex

Unique reference number: 114434

Headteacher: Mrs Judith Skinner

Reporting inspector: Mr Martin Beale  
19385

Dates of inspection: 11 – 12 September 2002

Inspection number: 247549

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: 4 to 11 years

Gender of pupils: Mixed

School address: Lexden Road

Seaford

East Sussex

Postcode:

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Telephone number:

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Fax number:

01323 898084

Appropriate authority: The governing body

Name of chair of governors: Mr Robert Brandley

Date of previous inspection: 8 December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large and popular primary school, with considerably more girls than boys. Few of the 440 pupils are from minority ethnic backgrounds. Four pupils have English as an additional language but none is at an early stage of learning English. The number of pupils entitled to a free school meal is close to the national average. The attainment of pupils on entry to the school has fluctuated in recent years, but is broadly average overall. Sixty-nine pupils are identified as having special educational needs and six have Statements of Special Educational Needs. The main reasons for higher levels of need are moderate learning and emotional/behavioural difficulties.

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

This is a good school, in which staff strive with considerable success to meet the needs of all pupils. Teaching is good overall, and as a consequence most pupils make good progress during their time at the school and achieve standards that compare very favourably with all other primary schools. The strong leadership and effective management of the headteacher, ably supported by governors and a staff team who all share the commitment to high standards, have maintained and extended the success and popularity of the school and ensured good value for money.

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

- Pupils make good progress and achieve high standards by Year 6, particularly in English, mathematics and science.
- Lively teaching of well-planned lessons gives a good structure to the pupils' learning.
- Strong leadership and management have secured sustained improvements and contribute considerably to the school's success.
- Very good provision is made for pupils with special educational needs.
- Relationships are warm and friendly, reflecting the very good provision for the pupils' moral and social development.

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

- Pupils do not achieve the same high standards in writing as in other aspects of their work.
- Progress is satisfactory in the Reception classes, but there is potential for this to be more rapid as national guidance for the curriculum for children of this age is used more effectively.

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

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

The school has made good progress since its last inspection in 1997 as a result of strong leadership and effective management, both of which place the school in a strong position to improve further. National Curriculum test results for Year 6 pupils have improved and the key issues for improvement have been tackled rigorously. Teachers' planning is now supported by secure schemes of work and a thorough system for assessing and monitoring the progress of the pupils. Attainment in information and communication technology (ICT) has improved but remains an area identified by the school for further attention. The steps taken to reduce absence have had some impact but, although attendance levels are higher than at the last inspection, they have declined in the last three years.

## 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
	1999	2000	2001	2001
English	A	D	B	B
Mathematics	B	C	A	A
Science	C	B	A	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Test results for Year 2 pupils have fluctuated in recent years and are lower than at the last inspection for writing. The school has identified improving the pupils' writing as a priority. Results in reading and writing in 2001 were above the national average, when compared both with all schools and similar schools. Results in mathematics were higher because more pupils achieved the nationally expected standard, and were well above all and similar schools. Girls have consistently achieved better results than boys in reading and writing. Reading results have improved in 2002, while writing and mathematics are broadly unchanged.

Results for Year 6 pupils have consistently exceeded both the school and national targets. The current Year 6 are also likely to meet the more demanding 2003 targets. Test results were well above average overall in 2001 and well above results in similar schools. Mathematics and science results were slightly better than those in English because more pupils achieved the higher Level 5 in those subjects. In contrast to the difference at Year 2, there has been very little difference in the performance of boys and girls at Year 6 in the last few years. There has been little significant change in the 2002 results.

The youngest children in Reception make satisfactory progress and most achieve, with some exceeding, the standards expected for their age by the time that they enter Year 1. The evidence from the inspection confirms the test data above, and shows that pupils achieve well and make good progress in Years 1 to 6. Attainment in reading, mathematics and science is well above expected levels by Year 6. Virtually all pupils across the school are working at the standard expected for their age and many at a higher level. The pupils read fluently with interest and expression. Their speaking and listening skills are well developed. Basic number skills are very good; many pupils have a quick and accurate recall of number facts. They also apply their mathematical skills effectively to solving problems and undertaking investigations. Standards in writing are above average, but they remain the slightly weaker aspect of the pupils' work. Pupils with special educational needs and the few with English as an additional language make the same general good progress as others in their classes as well as towards the particular targets set for them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy their work and are keen to learn and do well.
Behaviour, in and out of classrooms	Pupils behave well, helping to create a pleasant atmosphere for work and play.
Personal development and relationships	Relationships are warm and friendly through the school. Pupils and teachers show a high level of respect for each other. The pupils are given and take well the frequent opportunities to use their initiative and to exercise responsibility.

Attendance	Attendance is close to the national average.
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The youngest children settle quickly into the routines of the Reception classes. Older pupils show much maturity in their approach to their studies and are prepared well for the next stage of their education.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 is good overall and is the main reason why most pupils learn new skills and ideas rapidly while securely consolidating what they already know. The teaching of both English and mathematics is good. Most of the best teaching occurs in Years 2 and 6 and ensures that the pupils are prepared well for national tests. Most lessons are carefully planned and have a good structure that balances well teachers' explanations with a wide variety of activities for the pupils to undertake. This results in pupils' learning being carefully developed at the right pace. In the best lessons lively and stimulating teaching captures the pupils' imagination and attention so that they concentrate well for long periods. Activities are usually planned at different levels of difficulty and in the best lessons provide a good challenge for the most able. The skills of literacy and numeracy are taught well and benefit from being developed in several different subjects. Pupils with special educational needs are taught well, with effective support from teaching assistants. There are few shortcomings in teaching, but where they occur it is largely because of lesson aims being vague, or in the case of Reception, the full potential of national guidance for children of this age not being used to the best effect when planning structured activities for the children are being planned.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and well planned. It is enriched by a wide range of trips, visits and other activities as well as a carefully prepared personal, social and health education (PSHE) programme.
Provision for pupils with special educational needs	Needs are thoroughly assessed and identified, enabling well-targeted and very effective support to be given by teachers and teaching assistants.
Provision for pupils with English as an additional language	Good support is provided both in lessons and from visiting specialists, enabling these pupils to make good progress in learning English as well as in their general academic and personal development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for social and moral development. Satisfactory arrangements are in place to promote the pupils' spiritual and cultural development.
How well the school cares for its pupils	Pupils are cared for very well, and staff have a good understanding of the pupils' personal and social needs. Their progress is carefully assessed and monitored and the information used well to plan the next stages in their learning.

All National Curriculum requirements are met. The school has forged a good link with parents, who are kept well informed about their children's progress and events taking place within the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads and manages the school very well. She is well supported by a committed team of staff who together have enabled the school to move forward and meet its targets.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well and have introduced secure systems to ensure that they have a clear picture of the school's strengths and the action needed to secure improvements.
The school's evaluation of its performance	Very thorough and rigorous procedures have been introduced to analyse data, evaluate the impact of new developments and monitor the work of staff.
The strategic use of resources	Funding has been used well and its effect monitored by governors to meet the school's most recent major priorities of improving the building, increasing the number of teaching assistants and improving ICT provision.

The school sets itself challenging targets and plans carefully the steps needed to achieve them, including developing the expertise of staff. Satisfactory use is made of the principles of best value when purchasing goods and services. The school compares its success with other similar schools, but does not formally and systematically consult parents and others over proposed developments. In improving the accommodation a small budget deficit has accrued; there is an appropriate plan for its rapid elimination. Governors are actively seeking ways in which the local community can play a greater part in the life of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Teaching is good and their children are making good progress.</li> <li>• They find staff approachable.</li> <li>• Expectations are high and behaviour is good.</li> <li>• Staff help their children to become mature and responsible.</li> <li>• The very good support for pupils with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality and quantity of homework and the consistency of its marking.</li> <li>• The range of extra-curricular activities.</li> </ul>

The inspection team supports the positive opinions that parents have of the school but not the areas of concern. Inspection evidence indicates that homework is used well to support learning and that it is generally marked, and that a good range of extra-curricular activities is available, although mostly for older pupils and with payment.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress and achieve high standards by Year 6, particularly in English, mathematics and science**

1. This is a school in which pupils regularly achieve standards that are above those seen nationally, and are often higher, from what is usually an intake of average ability. The attainment of children when they enter the Reception classes is typical of primary schools nationally. The school has its share of higher-attaining children as well as several each year who need additional support for their learning difficulties. Most pupils achieve well and make good progress in English, mathematics and science during their time at the school. Although there have been some fluctuations, overall national test results for Year 6 pupils have followed an improving trend since the last inspection, the overall improvement being close to the rate at which standards have risen nationally. This is extremely commendable, bearing in mind the high level from which they started in 1997. Few pupils fail to achieve the level expected for their age by the end of either Year 2 or Year 6, and many pupils exceed these standards. Test results at Year 2 and Year 6 are regularly above or well above results nationally and those achieved by pupils in similar schools. There has been a marked difference from year to year between the performance of girls and boys at Year 2 in reading and writing. Girls have regularly achieved better results here; however, this difference has largely disappeared by Year 6, where there is no consistent pattern to any difference. There has been no significant difference in the performance of boys and girls in either mathematics or science at Year 2 or Year 6.
2. Test results for Year 2 pupils in reading and writing have fluctuated since the last inspection, representing, as much as anything, small differences between each year group. Both aspects have received attention since the introduction of the Literacy Hour and have improved from a low point in 2000, when results were below the national average. Standards in reading throughout the school have benefited from classes undertaking guided reading sessions at other times than during normal English lessons. With the exception of a fall in 2000, English results for Year 6 pupils have improved since the last inspection, although they have generally been slightly lower than in mathematics. This has largely been because the pupils' writing has not been of the same high standard as their reading, serving to lower the results that they achieve. The steps being taken to improve writing are judged to be correct, but their impact has yet to be seen in higher standards. The quality of the work seen during the inspection, mostly from last year, reflects the good standards that the pupils have recently achieved in national tests. School assessment data also confirms that most pupils made at least satisfactory progress during last year, and this has been continued in Years 2 and 6 in particular, where the teaching is very good. Reading is of a high standard and the pupils' speaking and listening skills are developed well through a wide range of activities and the probing questioning adopted by the best teachers.
3. Standards in mathematics have regularly been higher than in English since the last inspection, except in 1999. Results for Year 2 pupils fell immediately after the last inspection but have improved considerably since 1999 as features of the daily mathematics lessons have become firmly established in all classrooms. Teachers have successfully focused on improving their mathematics teaching. With the exception of a fall in 2000, results at Year 6 in mathematics have improved steadily since the last inspection and were well above the national average and results of pupils in similar schools in 2001 (the last year for which comparative data are available). The work seen in the pupils' books and in the few lessons observed reflected these same high standards. The pupils' recall of number facts is well developed through the attention that they are given at the start of each lesson. Most pupils also apply their skills well to solving problems or undertaking more complex mathematical investigations. One area that needs more consistent attention is the use by pupils of the classroom computers to support their learning and mathematical development. This has been identified as a priority for action in the school improvement plan.
4. The assessments of Year 2 pupils in 2001 by their teachers in science were close to the national average for the proportion of pupils achieving the expected Level 2 and above average at the higher

Level 3. Test results at Year 6 have risen sharply from a low point in 1998 and were well above the national average and results of pupils in similar schools in 2001. Few pupils failed to achieve the expected Level 4 and over half achieved the higher Level 5.

5. The school is not complacent in all this and has achieved its success through hard work and determination. The school sets itself challenging targets for Year 6 National Curriculum test results in English and mathematics, and has been successful in achieving them in the last two years. National targets have also been consistently exceeded. In the quest for higher standards, the school's targets have been raised further for summer 2003. School assessment data indicate that the present year group has every chance of meeting these targets.

### **Lively teaching of well-planned lessons gives a good structure to the pupils' learning**

6. Improving the quality of teaching has been a constant and major priority for the school since the last inspection. This has been successfully achieved through the careful monitoring of the work of teachers, the identification of areas that needed development and the provision of support and training. Although this inspection took place very early in the school year, the pupils had largely settled into their new classes quickly. There were two main reasons for this. Firstly, most teachers had established an effective working atmosphere in their classrooms and a good rapport with the pupils by the consistent application of the school's procedures for discipline and behaviour. Secondly, careful lesson planning based on a clear understanding of what the pupils had already mastered enabled teaching and activities to be pitched at the right level to avoid undue repetition and to provide challenge for the more able.
7. There has been a considerable investment of time and energy in improving planning, and this has been particularly successful in English and mathematics. Joint planning between teachers in the same year group has ensured that expertise is shared and that there is a consistent approach to teaching each lesson in parallel classes. The National Strategies for both literacy and numeracy have been adopted and adapted thoughtfully to meet the needs of the pupils. Lessons in these subjects are well organised so that the pupils' learning is carefully structured, not just in an individual lesson but also across a series of lessons. One consequence is that time is used very productively and new skills and knowledge are built on at a good pace from what has gone before. Teachers balance well their direct input of questioning, explanations and demonstrations with a good range of tasks for the pupils to complete. These are provided at a variety of levels so that the more able pupils are challenged and extended while extra support is available for those who have learning difficulties. This is possible because the improved assessment system and the use of individual targets give a clear picture of what steps are needed in the next phase of each pupil's learning. The best lessons end with thoughtfully planned review sessions in which the teachers evaluate the learning that has taken place provide additional challenge, for example, by relating the work to a test question, or setting the scene for what will come in the next lesson.
8. High expectations are also a feature of the very best lessons, an aspect that parents identified and support. The high standards expected by a teacher, backed by clear instructions and a lively manner, resulted in the pupils in a Year 6 literacy lesson listening carefully and concentrating on the task of writing a recipe. The lesson was well prepared and the pupils' learning developed rapidly. They worked sensibly and enthusiastically on the tasks set. High expectations were also a feature of a Year 2 literacy lesson as the pupils were helped to read with expression and to sequence a story. The teacher's high level of subject expertise was used to good effect, and her calm manner and encouragement of the pupils resulted in their behaving very well. The teacher explained at the start of the lesson what was to be learnt and how the pupils would be able to judge their success. This was related well to the learning targets for each group so that the pupils could see the purpose of the work that they were doing.
9. Much of the best teaching is lively and interesting. For example, the teacher of another Year 2 literacy lesson was also positive and motivated the pupils, who showed considerable interest in what they were learning. The teacher was sensitive to the pupils as she involved many of them in a shared reading session. Questioning was used very well to assess the pupils' knowledge and understanding, while challenging the more able. At the end of the lesson the teacher reviewed the pupils' work and then helped them to identify errors in a piece of prepared text. This generated

further interest and enthusiasm and rounded the lesson off well. The lively manner of the teacher in a Year 6 mathematics lesson gained the attention of the pupils and made learning enjoyable. Very good use was made of a laptop computer and projector to demonstrate how the pupils might classify two-dimensional shapes by various characteristics. Further challenging activities consolidated and deepened the pupils' understanding. The lesson ended well with the pupils tackling a question together so that they could see how to apply what they had learnt to solving the type of question that they might be set in their National Curriculum tests.

### **Strong leadership and management have secured sustained improvements and contribute considerably to the school's success**

10. The leadership of the headteacher and the effectiveness with which the school is managed have been instrumental in its success and improvement in recent years. The goal of raising standards by improving teaching has been tackled sensibly and sensitively. Staff have responded well to this. As a result, there is a very strong sense of teamwork amongst staff, who share the headteacher's vision for the school's improvement in addition to the commitment to raise standards further. Managing the school through clusters of staff under the leadership of a member of senior management is generally effective in ensuring a consistent approach to implementing policies. Senior managers, such as the acting deputy head and the special needs co-ordinator, play a crucial part in managing successfully development and improvement.
11. The governing body has developed and extended its role considerably in recent years. Governors play a major part in providing support for the headteacher's leadership and in ensuring that the drive for success and high standards remains central to the school's priorities. They have been fully involved in helping to shape the future direction of the school and maintain a close oversight of its work. They discharge their responsibilities well through a well-organised and effective committee structure. Governors have also established a close and valuable relationship with school staff, and many governors regularly attend school events and parent consultation meetings. These informal contacts with parents enable governors to keep in touch with their views and how they might respond to concerns. A carefully planned series of visits by governors linked to year groups has enabled them to see the school at work and to evaluate specific aspects in the classroom. The most recent focus on evaluating the work of teaching assistants and the use of ICT has resulted in the latter remaining as an area for continuing investment and development.
12. One significant development in recent years has been the increasing use and refinement of test and assessment data to evaluate the effectiveness of the school. Governors, in particular, now have a much greater understanding of how well the school is doing. They also use this information to compare the school's performance with other similar schools and have the continuing aim of making this the most successful school in the area.
13. The school sets challenging targets each year for all pupils in reading, writing and mathematics. Annual statutory and non-statutory tests are then used to establish whether each pupil has been successful in achieving or exceeding these targets, or has not met them. This has proved highly successful in several areas. Firstly, it enables the progress of individual pupils to be tracked, information to be passed to their new teachers each year and those who need additional support to be identified. Secondly, it is used to identify the overall progress made in reading, writing and mathematics by each class, each key stage and the whole school. This has established clearly that writing remains an area of relative weakness as progress is lower than in reading and mathematics. Thirdly, the information is a valuable tool for the headteacher to identify individual teachers who are either highly successful or in need of further support and training. This evaluation of data is supported further by the rigorous monitoring of the work of staff. Their planning is analysed, lessons observed and pupils' work in each class is scrutinised. From this, further training requirements are identified. Newly qualified teachers are provided with an effective programme of induction to the school and to the teaching profession, while procedures to manage the performance of teachers are linked carefully to further training. It is intended to extend this further to include non-teaching staff during the next year.
14. All of these processes enable the headteacher and governors not only to evaluate progress and identify strengths to be shared and celebrated, but also to gain a clear insight into where

improvements are required. Although the overall school development plan is quite detailed, the main priorities for the school are clear, as is the action to be taken to meet them. Financial planning is used well to support these priorities and the impact of spending decisions is carefully evaluated. A small budget deficit has accrued following the refurbishment of areas of the school including the toilets; however, a plan has been prepared demonstrating how this will be eliminated and the budget quickly returned to a small surplus.

15. This is a school that is constantly seeking ways in which it can provide a better education for its pupils. High standards are central to this. The good improvement that the school has made since the last inspection is due, in no small part, to the high quality of the leadership of the headteacher and governors and the effectiveness with which the school is managed and teaching and learning developed. It is also because of these qualities that the school is well placed to improve further and achieve its challenging targets.

### **Very good provision is made for pupils with special educational needs**

16. The provision for pupils with special educational needs was judged to be a strength of the school at the last inspection. This has been maintained and developed further during the intervening years. Very good arrangements are in place to ensure that pupils with special educational needs can benefit from all that the school has to offer. Parents of pupils with special educational needs speak warmly of the work done with their children and of the contribution of the co-ordinator. The provision enables pupils with special educational needs to be fully included in all opportunities that the school provides and to make the same progress as their peers, both in lessons and against targets in their Individual Education Plans. The support is flexible. It generally takes place within the classroom, but some groups of pupils are withdrawn on occasions for specific focused work. The few pupils with English as an additional language are also given carefully targeted support and their language development needs are met well. They also make similar overall progress to others in their classes as well as in learning English. The school identifies more able pupils and tracks their progress.
17. One highlight of the arrangements is that the emerging needs of the pupils are rigorously identified at an early stage and are carefully monitored, leading to very well constructed Individual Education Plans (IEPs). The needs of some pupils are highlighted pre-school so that when they arrive in Reception support can be put in place to give a smooth start to their school careers. School records show that there is very careful tracking of the progress of pupils with special educational needs, both in general terms and towards their individual targets. All pupils identified from School Action upwards see the special needs co-ordinator at least once a week. Parents, many of whom speak highly of the work that the school does for their children, are fully consulted and informed of individual targets. These learning targets are regularly discussed with parents, who are kept fully up to date with the progress that their children are making. Close links with external agencies, such as with the speech therapist, are used to support the progress of individual pupils well.
18. A flexible range of strategies is also employed to meet the needs of pupils with behavioural targets. Social skills groups are run, where the pupils have the opportunity for role-play, and the co-ordinator provides individual support through regular discussions with these pupils. They have a behaviour support booklet in which their progress is noted, enabling individual pupils to see how well they are doing. Parents are also closely involved and some targets have action for them to follow up at home.
19. The provision is very well managed by an extremely effective co-ordinator, who provides very clear leadership and an excellent role model for staff. The introduction of the arrangements required for the new code of practice has been successful. Teaching assistants are well trained and contribute considerably to the quality of the teaching of pupils with special educational needs. The school development plan includes the need for the continuing development of the quality and nature of this provision, such as the need for teaching assistants to record the progress made by pupils particularly in group work in literacy and numeracy.

### **Relationships are warm and friendly, reflecting the very good provision for the pupils' moral and social development**

20. Parents speak very highly of the school's efforts to develop positive attitudes and a sense of responsibility in their children. They also feel that teachers have high expectations for their children's behaviour and that they work successfully to develop a harmonious atmosphere throughout the school. The pupils, including some who have recently left, speak with pride about their school and the values that it tries to promote. They feel that staff prepare them well for the next stages in their education. The evidence from the inspection confirms the high regard that parents and pupils have for this aspect of school life.
21. The school has developed a clear code of conduct with rules, rewards and sanctions that are fully understood and accepted by the pupils. Staff reinforce these at every opportunity by recognising and celebrating the efforts of pupils who behave well. Within this, the pupils are expected to learn how to take responsibility for their behaviour and to consider the results of their actions on others. Pupils respond well to this, growing considerably in maturity as they move through the school. They learn how to accept and take responsibility for their learning as well as for tasks that they are asked to undertake around the school. Their representatives on the School Council undertake this role conscientiously and are pleased that their ideas and thoughts, and those of their classmates, are listened to and valued by staff.
22. The personal, social and health education programme (PSHE) is well thought out and plays a very important part in promoting an awareness of social and moral issues in the pupils. They are also given regular opportunities to sit in a circle as a class to discuss in turn their thoughts and concerns about matters facing them. Teachers use these times sensitively to discuss matters such as settling into a new class or bullying. This helps to strengthen the relationships between pupils that are warm, friendly and constructive throughout the school. Pupils mostly work well together in lessons, collaborating on activities and taking turns patiently in discussions. They share tasks to be undertaken and support each other's learning well. The pupils also play happily together in the playground, helping one another and showing respect for property and the feelings of others.
23. The success of the school in the promotion of these aspects of the pupils' personal development helps to make the school a happy and harmonious place in which the pupils feel safe, confident and well cared for.

## **WHAT COULD BE IMPROVED**

### **Pupils do not achieve the same high standards in writing as in other aspects of their work**

24. In contrast to the high standards being achieved by most pupils in reading, mathematics and science, their writing is weaker. This is a major factor in the lower results for Year 6 pupils in English when compared with mathematics and science. Indeed, this relative weakness is more marked in Years 3 to 6 than in Years 1 and 2. In 2002, for example, while 26 Year 6 pupils achieved Level 5 in the National Curriculum test for reading only nine did so in writing. School data used to track the progress of pupils also show that during the last year only just over a third of pupils in Years 3 to 6 achieved the writing targets set for them against over half in reading. This weakness has been identified by the school as an aspect requiring attention, although the action taken so far has yet to bear fruit with higher standards amongst the oldest pupils.

### **Progress is satisfactory in the Reception classes, but there is potential for this to be more rapid if national guidance for the curriculum for children of this age is used more effectively**

25. The youngest children had only been in the Reception class for a very short time by the start inspection. Most had already settled well because of the care taken by all staff to ensure that the routines are understood and that the children could feel secure and happy. The evidence available shows that the children make satisfactory progress during their time in the Reception classes, but that this progress could be more rapid. Teachers' lesson and long-term planning, the

children's work from the previous year as well as some observations in both Reception classes indicate that teaching staff are not entirely secure when using the national guidance for children of this age. The teachers will benefit from exploring other possible methods for directing children's learning. The stage is currently being led by a part-time member of staff who has only been undertaking this responsibility for a short while. Further support, expertise and guidance are needed to gain fully the benefits that the new curriculum has to offer and for the children to make greater progress.

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

26. To build on the progress made since the last inspection, the school should:
- (1) improve the standard of the pupils' writing throughout the school;  
*(Paragraph 24)*
  - (2) develop the teaching expertise of staff working with the children in the Reception classes.  
*(Paragraph 25)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	6	10	1	0	0
Percentage	0	19.0	28.6	47.6	4.8	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 more than four percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	444
Number of full-time pupils known to be eligible for free school meals	41

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with Statements of Special Educational Needs	6
Number of pupils on the school's special educational needs register	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.4
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
	2001	20	33	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	15	15	20
	Girls	31	31	31
	Total	46	46	51
Percentage of pupils at NC Level 2 or above	School	87 (81)	87 (83)	96 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	15	20	18
	Girls	31	30	31
	Total	46	50	49
Percentage of pupils at NC Level 2 or above	School	87 (83)	94 (77)	92 (74)
	National	85 (84)	89 (88)	89 (88)

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
	2001	39	29	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	35	33	38
	Girls	25	25	25
	Total	60	58	63
Percentage of pupils at NC Level 4 or above	School	88 (74)	85 (81)	93 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	32	33	36
	Girls	26	25	24
	Total	58	58	60
Percentage of pupils at NC Level 4 or above	School	87 (68)	85 (72)	88 (84)
	National	72 (70)	74 (72)	82 (79)

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



### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	411	3	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	2	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	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	13	1	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)	18
Number of pupils per qualified teacher	26.1
Average class size	31.7

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

Total number of education support staff	17
Total aggregate hours worked per week	263

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/01
	£
Total income	916,889
Total expenditure	942,646
Expenditure per pupil	2,162
Balance brought forward from previous year	12,524
Balance carried forward to next year	-13,233

**Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	444
Number of questionnaires returned	144

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	61	36	3	0	0
Behaviour in the school is good.	41	50	5	1	3
My child gets the right amount of work to do at home.	31	42	20	1	6
The teaching is good.	56	40	1	1	2
I am kept well informed about how my child is getting on.	38	44	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	55	38	4	1	2
The school expects my child to work hard and achieve his or her best.	59	38	2	0	1
The school works closely with parents.	37	44	15	1	3
The school is well led and managed.	46	43	5	2	4
The school is helping my child become mature and responsible.	48	46	3	1	3
The school provides an interesting range of activities outside lessons.	22	32	24	8	14

### Other issues raised by parents

- Parents who attended the meeting spoke highly of the provision for pupils with special educational needs.