

# INSPECTION REPORT

**ST PATRICK'S RC AIDED PRIMARY SCHOOL**

Elland

LEA area: Calderdale

Unique reference number: 107557

Headteacher: Mr M Curtin

Reporting inspector: Mrs J Randall  
1471

Dates of inspection: 3 – 4 March 2003

Inspection number: 246691

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

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Hullen Edge Road  
Elland

Postcode: HX5 0QY

Telephone number: 01422 373104

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Appropriate authority: Governing body

Name of chair of governors: Mrs P Strong

Date of previous inspection: March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Patrick's is a small Roman Catholic Aided Primary School with 112 boys and girls. Very few pupils come from ethnic minority backgrounds. There are no pupils who speak English as an additional language or who are Travellers. The school serves a wide area of two Roman Catholic parishes in a semi-rural area on the outskirts of Calderdale where pupils come from many contrasting backgrounds. About four per cent of pupils are in receipt of free school meals (well below average) but the school benefits from money from the Social Regeneration Budget and other similar funding. Eighteen per cent of pupils are on the school's register of special educational needs with four pupils (3.6 per cent, above average) having statements of special educational need for physical or learning difficulties. The school has four classes and pupils spend two years in each class. The school received the 'Investors in People Award' in 2002 for management. The school has no Nursery provision and pupils have little pre-school education. Although all levels of prior attainment are represented, the overall level of prior attainment on entry to school is below average.

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

This is a good and effective school with many significant strengths. The school is very well led and managed and the headteacher, supported very well by the hardworking staff and governors, has a very clear view of the school and its future development. Teaching and learning are good and as a result pupils make good progress overall and achieve well in relation to their prior attainment. The school is a very caring community and fulfils very well its mission statement of 'value for all as a member of God's family'. The school gives good value for money.

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

- Pupils make good progress overall, achieve well and attain average standards in English and science and well above average standards in mathematics by the end of Year 6 because teaching and learning are good.
- The provision, management and use of information and communication technology to support teaching and learning and attainment in the subject are well above average.
- The leadership and management of the school are very good and ensure a very clear understanding of school development and improvement.
- The provision for pupils' personal development is very good; consequently pupils enjoy school, behave very well and have very good attitudes to learning.
- The care and concern for all aspects of pupils' academic and personal development and the very good links with parents contribute very well to pupils' achievement.

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

- The overall provision for the Foundation Stage (reception children), particularly the accommodation and resources.
- The quality of pupils' writing by the continuation, refinement and evaluation of the recently implemented good strategies to achieve this.

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

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

The school was last inspected in March 1998. Since then the school has made good improvement. Despite the inevitable fluctuations of small year groups, standards in mathematics and information and communication technology have improved to well above average. Standards in English and science have been maintained at an average level but recent strategies to improve the quality of pupils' writing are driving standards forward. The overall quality of teaching and learning has improved to good. Most of the key areas for improvement from the previous report have been well addressed. All levels of planning are

now very good. The evaluation of planning, the quality of teaching and the greater challenge for higher-attaining pupils are contributing very well to raising standards. Much valuable work has taken place in assessment, record keeping and target setting and these aspects are now very good. Significant improvements have been made in resources and the use of information and communication technology for management purposes. The work to meet the latest national guidance for the provision for reception aged children has begun well and funding has recently been obtained for further work and this is an ongoing area for improvement and securely embedded in the latest school improvement plan. A new teacher has a good understanding of what needs to be done.

## 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	C	C	D	D
Mathematics	A	A	A	A
Science	C	C	C	C

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

The school has very small year groups making direct comparisons with national data and year-to-year comparisons within the school difficult. In relation to similar schools, the percentage of pupils claiming free school meals does not fully reflect the nature of the area that the school serves. In the national tests and assessments in 2002 at the end of Year 2 attainment in reading was below average both in reading and writing and well below average in mathematics when compared both with all schools and with similar schools. The very small year group included one pupil with a statement of special educational need and one pupil with a statement pending. These pupils made up a large proportion of the group (one sixth) and, despite their good progress, affected the overall picture significantly. Inspection findings are that attainment is average in all three subjects.

At the end of Year 6 attainment in mathematics was well above average in the national tests in relation both to the national picture and to similar schools and the inspection findings confirm this well above average level of attainment. In English attainment was below average in relation to all and similar schools. The school identified writing as the weaker element and is working hard on this but there was also a problem with the marking of tests. Some pupils' work was returned for remarking and grades adjusted but the school regrets not returning all the scripts. The year group was identified by the school as being a less able group than usual. It contained only three girls, two of whom had special educational needs. Extra classes were available after school to support pupils who were on the borderline for reaching the average Level 4 but not all pupils' parents wished them to attend. Inspection findings are that attainment is average overall and the strategies in place for improving writing are raising attainment.

In science in 2002 attainment was average in comparison with all and similar schools. All pupils gained the average Level 4. A significant number of pupils missed gaining the higher Level 5 by a very small number of marks and this affected overall results. Inspection findings are that attainment in science is average overall. The overall trend of improvement in English, mathematics and science is broadly similar to the national picture with improvement in mathematics above the national trend.

Target setting in the school is very sophisticated. The school exceeded its targets in 2002 in English and mathematics despite one higher-attaining pupil leaving just before the tests. Targets for 2003 are more ambitious, very securely based on the school's knowledge of its pupils and the school is on track

to meet these. Attainment in information and communication technology is well above average and skills are used very well to support learning in other subjects. Literacy and numeracy skills are also used well in other subjects. By the end of the reception class pupils broadly meet the nationally expected targets (Early Learning Goals). Overall achievement in the school is good with particularly good achievement in mathematics and information and communication technology.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils enjoy school and are happy and responsive.
Behaviour, in and out of classrooms	Very good both in and outside class and in the playground.
Personal development and relationships	Pupils are mature and confident, respecting and caring very well for others.
Attendance	Well above average with unauthorised absence well below.

## TEACHING AND LEARNING

Teaching of pupils in:	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.*

The overall quality of teaching in the thirteen lessons seen was good. No unsatisfactory teaching was observed and nearly three quarters of lessons were good or better. Five lessons were very good or excellent. Teaching is most effective in the class for Year 5/6 pupils, where the very good pace of lessons, the quality of questioning to assess learning and to make pupils think for themselves and the rigorous attention to revision and extension ensure that very good learning takes place. Practical and investigational work and the very secure classroom management skills are also significant factors in the standards attained at the end of Year 6. English and mathematics are taught well in all classes and pupils use literacy, numeracy and information and communication technology skills very well to support other learning. Teachers know their pupils very well and the very good systems for assessing and recording of attainment and future learning needs and the target setting at all levels are significant features of the quality of teaching. Pupils understand their own individual targets for learning and work hard to achieve them. Teaching and learning for reception children are good overall in whole class lessons. The teacher tries hard to meet the needs of both the National Curriculum for Year 1 pupils and the national guidance for the reception age pupils. However weaknesses in accommodation and resources currently make this difficult in this setting and full implementation of the required imaginative, creative and physical opportunities is limited by these shortcomings. There are not enough opportunities for children to explore and experiment and initiate their own learning. These issues are currently being addressed as fast as the school receives funding. The school meets the needs of pupils with special educational needs well. There are many initiatives to support the learning of those pupils who need an extra boost in order to reach average levels and in most lessons there is sufficient challenge for higher-attaining pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall with very good provision for extra-curricular activities and visits to support the curriculum. The full curriculum for the Reception children is hindered by weaknesses in accommodation and resources but the school has made a good start in addressing this issue.
Provision for pupils with special educational needs	Good – very well led and managed and support assistants contribute very well to pupils’ learning. The full implementation of the latest national guidance is still developing.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Very good –it enriches pupils’ lives, gives a very good understanding of life in many different places and cultures, encourages artistic and creative development and enjoyment of the wonder of nature. Sport and residential adventure weeks develop social skills. Pupils learn the difference between right and wrong and to take moral decisions for themselves.
How well the school cares for its pupils	The school does this very well. The procedures for assessing academic performance and subsequent action and target setting are significant factors in pupils’ attainment and achievement.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good and key factors in the attainment and achievement of pupils and the overall success of the school. The headteacher provides very clear direction for school development and improvement.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and know it very well. They fulfil their legal duties with skill and commitment.
The school’s evaluation of its performance	The school does this very well and takes very effective action to improve as a result of this.
The strategic use of resources	Resources are used very well. The school ensures good value for money in all its decisions. Additional funding is often sought and used well. There are weaknesses in resources for the Reception children but funding for this has recently become available.

## 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>Parents are very pleased with all aspects of the school.</li> </ul>	<ul style="list-style-type: none"> <li>No issues raised.</li> </ul>

The inspection team fully supports parents’ very positive views of the school.

## **PART B: COMMENTARY**

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

**Pupils make good progress overall, achieve well and attain average standards in English and science and well above average standards in mathematics by the end of Year 6 because teaching and learning are good.**

1. The overall level of prior attainment on entry to the school is below average. By the time pupils reach the end of Year 6 inspection findings are that attainment is broadly average in English and science and well above average in mathematics. Achievement in English and science is good and in mathematics very good indeed. Information and communication technology is used very well to support learning and is particularly effective in mathematics to support data handling and graph work.
2. In English pupils in Years 5 and 6 worked hard on thinking about and writing atmospheric openings for mystery stories. They understand that literacy has different styles and know the conventions of some of these. They name classic mystery writers such as Arthur Conan Doyle and Agatha Christie. They understand the need for and write interesting similes and metaphors to create an element of surprise. In this lesson excellent use was made of audio-visual aids and the lesson was challenging and interesting. Very good support sheets enabled lower-attaining pupils to achieve the task at their own level. Pupils in this class construct graphs and data charts with a high level of understanding and understand how to set a scale for these. They decide the most effective type of graph and calculate the mean, mode and median of a range and select the one to give the best idea of average. They transfer data to a computer spreadsheet with confidence. Speaking and listening skills were used very well when they presented their findings giving reasons for their choice. Mental skills are very good and pupils have rapid recall of number facts, including tables, finding three fifths of 35 or 25 per cent of £2 for example with speed and accuracy. In science, pupils in this class showed confidence in tackling an investigation to predict and then test what they might change to alter the speed or brightness within an electric circuit. Most understand well the concept of a fair test and all can build a simple circuit, change the variables within that circuit, draw conclusions and record their results in a suitable manner.
3. Teaching is strongest in the class for Year 5/6 pupils where the very good pace of lessons, the quality of questioning to assess learning and to make pupils think for themselves, the rigorous attention to revision and extension, practical and investigational work and the very secure classroom management skills are significant factors in the standards attained at the end of Year 6. English and mathematics are taught well in all classes and pupils use literacy numeracy and information and communication technology skills very well to support other learning. Teachers know their pupils very well and the very good systems for assessing and recording of attainment and future learning needs and the target setting at all levels are significant features that allow very clear targets to be set for each ability group in a class and to match the work appropriately. Pupils understand their own individual targets for learning and work hard to achieve them.

**The provision, management and use of information and communication technology to support teaching and learning and attainment in information and communication technology are well above average.**

4. Provision for information and communication technology, its use by pupils and as a resource to support teaching and learning throughout the school is very good. The subject is very well led and managed and attainment is well above average by the end of Year 6. In some aspects of the subject attainment is even higher. For example, these pupils use equipment with sensors to measure external events with a very high level of skill and understanding. They prepare and present information for an audience using multi media systems with confidence and maturity. All pupils from Year 1 upwards have a very good understanding of the need to file away information systematically and quickly learn how to manage their own folders within the school's own computer system and to access information from the Internet. Information and communication technology skills are used very well to enliven and support other subjects. For example, in a mathematics lesson in Years 5 and 6, pupils presented data in a variety of different ways. They gave sensible reasons for their choice and interpreted the graphs well. In Years 1 and 2, pupils created an 'Estate Agent's' website to link with their leaflets describing the model houses that had been made.
5. Much is done to introduce pupils to the power of information and communication technology in modern society. For example, pupils in Years 5 and 6 took a sequence of photographs using the digital camera. A specialist demonstrated how to superimpose these onto an appropriate background to enhance the story. Pupils in Years 5 and 6 wrote their own opening narration to read over the opening sequence of a DVD film to create a spooky, mystery atmosphere. Pupils in Year 2 made a series of film sets using toy people. A parent filmed these to demonstrate how animated cartoons were made from a sequence of still pictures.
6. Resources for information and communication technology are very good. The headteacher actively and successfully seeks funding for the subject. Pupils have constant and ready access to computers in the classroom. In addition pupils have lessons in a computer suite. The ratio of computers to pupils is well above average. The organisation and management of the system itself are excellent and supports teaching and learning in all subjects across the school. It enables teachers to access information to help with lesson planning or to track the progress of individual pupils, for example in English or mathematics across several years and to target those in need of additional support or challenge. Subject managers can check planning to see that all requirements are being met. Teachers also make good use of a unit that enables them to access the full system using a laptop computer, preparing work at home and quickly making it accessible to pupils on classroom computers.

**The leadership and management of the school are very good and ensure a very clear understanding of school development and improvement.**

7. The leadership and management of the school are very good and key factors in the attainment and achievement of pupils and the overall success of the school. The headteacher provides very clear direction for school development and improvement. The school improvement plan is a very useful working document that clearly identifies what needs to be done, why and how. It uses small steps of development so that progress can be checked and evaluated and to ensure that work is manageable in the context of a small school. It outlines costs, responsibilities and the strategies for evaluation of effectiveness. It projects well beyond the current year and is an effective tool for longer-term planning. Information and communication technology is used very

well to support all aspects of school administration, management and planning, including financial management and the management of special educational needs.

8. The delegation of responsibility to key staff ensures that all participate in decision-making. The 'Investors in People Award' report is very complimentary to the school using phrases such as 'a genuine warmth of feeling toward the school from people who work there', strong evidence of equality of opportunity for all staff, 'feeling valued' and 'part of a family'. The quality of teaching and learning is reviewed and evaluated well. Subject managers have a very clear understanding of the needs of their subject and its development and this is a key factor in the school's success. For example, there is a very comprehensive development plan for information and communication technology. The analysis and subsequent strategies to improve the quality of pupils' writing are effective and beginning to improve standards. The management of special educational needs is very good and this is ensuring that provision is good and improving. The governors are kept well informed about curricular issues by presentations from subject managers and are involved well in target setting. There are link governors for each subject and regular visits enable governors to evaluate the work of the school. They have taken part in training for this and the outcomes of visits are recorded and shared.
9. The governors are very supportive of the school and know it very well. They fulfil their legal duties with skill and commitment. There is an effective committee structure in place and governors very clearly understand the strengths and weaknesses of the school. In discussion, governors were very well informed and saw their role as both challenging and supporting the school. They expect justification of decisions and initiatives and use review of the headteacher's performance targets as a strategy for this. Budget setting is securely based on the school improvement plan and all are well aware of the need to obtain the best value they can for the money spent. Governors cited examples of consultation and estimates for grounds maintenance and careful monitoring of the effectiveness of the initiative paid for with money received from the Social Regeneration Budget for information and communication technology.
10. The school analyses all aspects of its work very well, is clearly aware of how it can improve and achieve this; this is a significant factor in the achievement of pupils and the effectiveness of the school. The very good quality of leadership by the headteacher has created a team of staff, governors and parents who are all aiming and working together to ensure value and respect for all.

**The provision for pupils' personal development is very good; consequently pupils enjoy school, behave very well and have very good attitudes to learning.**

11. Pupils clearly enjoy school and have very good attitudes to learning. They are mature and sensible around the school and in the playground. They demonstrate courtesy and respect for all. In most lessons the overall very good behaviour means that teachers do not have to waste time controlling misbehaviour and time is not wasted. At lunchtime all groups of pupils chat sociably together and play happily in the playground. Older pupils support the youngest and the school is developing a playground 'buddy' system. The behaviour policy, written in cooperation with parents and the governing body, incorporates anti-bullying and anti-racist procedures and is well understood by all. Although a system of sanctions is well in place, many rewards and certificates support positive choices in behaviour. For example, an achievement assembly is held each week to which parents are invited. Pupils are rewarded for many aspects of personal development such as being especially helpful or kind and

choose something small from the 'reward bag'. Recognition of academic achievement contributes well to self-esteem, pride in their work and future effort.

12. Pupils gain an understanding and respect for the life and culture of others through their study of major world faiths, for example through a topic about *Holy Books*. They learn much about their own culture and heritage from studying local history and geography particularly. For example, they learn of the life of Victorian children and the history of the local Roman Catholic community. Visits and visitors play an important part in extending pupils' knowledge and understanding beyond the basic requirements of the National Curriculum. An exploration of different types of literature such as mystery, science fiction and poetry raises an interest in and a love of books. A study of Surrealism and the work of Salvador Dali in art provide an awareness of different cultures within art and opportunities to reflect on these.
13. Pupils learn to be good citizens through their lessons in personal, social and health education. They consider issues such as feelings and how they affect your behaviour. Pupils in Years 1 and 2 thought carefully about 'something nice that someone has done for you'. Visits from groups such as the police raise awareness of road safety for example and a puppet show taught pupils about the dangers of drugs. An extensive programme of extra-curricular activities provides many opportunities for social development. For example, regular school performances provide opportunities for pupils to develop self-confidence and self-esteem. Residential visits provide opportunities for pupils to test themselves in outdoor pursuits. Sports of many kinds encourage team spirit and learning both to cope with winning and losing.
14. Pupils think of others less fortunate than themselves when they support charities or visit the local hospice. They sponsor a child in Africa and receive regular news of him. They are involved in the development of the school through the school council and are given confidence because all concerned with the school give each other respect and value. Pupils with special educational needs are particularly welcome in the school. For example, the school has made provision for one pupil to divide his time between this school and a special school so as best to meet his needs for special help and to enable him to take part in the life of the local school community.

**The care and concern for all aspects of pupils' academic and personal development and the very good links with parents contribute very well to pupils' achievement.**

15. The school takes great pride in basing this aspect of its life on the Christian principles of love and care and achieves this very well. Pupils are happy and secure in school and parents value this greatly.
16. All aspects of pupils' development are assessed and recorded very well. The very high quality of academic assessment and recording enables appropriate targets to be set for each pupil. Pupils are also involved in setting and evaluating their own targets and in commenting on these on their annual reports. The sophisticated system of analysis and target setting in place allows the school to identify very quickly those pupils in need of further support. The management of the provision for those pupils with special educational needs is very good and the good quality of provision is rapidly improving under the guidance of the new manager for special educational needs. There are also many initiatives to support those pupils whose attainment falls just below the average to help them to achieve the nationally expected standards.
17. The school council allows pupils to present their ideas and concerns about the school and recent discussions, for example, have centred on the need for more library books

and whether footballs may be used at lunchtime. All year groups except reception are involved and each applicant has to complete a mandate to say why they would be good at the job. Discussion with members of the school council shows that they take their role very seriously. All health and safety procedures are well carried out and child protection procedures are clear and understood by all. The school is working towards a 'Healthy Eating Award' and pupils' appreciation of the rules for the school tuck shop exemplify well the quality of teaching and learning involved in this. Bullying is rare in the school and there are very supportive systems in place for both the bully and the victim should it arise. The school has a 'worry box' to which only the headteacher has a key. There are few concerns but these are acted upon immediately by the headteacher. Attendance is carefully checked and good attendance supported by certificates.

18. Parents comment very favourably on the quality of pupils' annual progress reports and the inspection team agrees with this judgement. Parents particularly value the 'open door' approach of the school and the helpfulness of the consultation evenings and workshops. They are welcome to assemblies and the questionnaire sent by the governors resulted in action about the issues raised. Regular newsletters, including information about what is being studied each term, along with the clear homework policy and home-school agreements support learning very well. Parents are involved well in their support for the school, helping in class, on educational visits and with fund raising, for example. Parents commented that they feel part of the 'family of the school' and are supported and valued.

## **WHAT COULD BE IMPROVED**

### **The overall provision for the Foundation Stage (reception children), particularly the accommodation and resources.**

19. Since the previous inspection the school has made good efforts to improve the provision for children in the Foundation Stage (Reception children). A secure outdoor activity area has been developed but this is very small and provides too little space for children to be very active. Storage space for outdoor equipment has only just been acquired because of funding issues and the school is now beginning to buy appropriate equipment. At this stage this consists mainly of bikes and small apparatus. The school is aware of a need for other resources such as very large blocks and construction sets to provide opportunities for children to build, experiment, climb and crawl for example and is currently dealing with this issue. As yet there are no facilities for children to develop skills of imagination, for example by building and using their own structures. Within the classroom the space is very limited, making the task of providing for both Year 1 pupils and reception children within the same class very difficult. The furniture is not all appropriate for the needs of reception children and there are too many tables for the space to be used appropriately. Present resources are largely dated and not appropriate for the needs of the latest national guidance but the school has replacement in hand. The school lacks the facilities for role-play, creative and imaginative activity, large model making and wood and food technology, large and small construction materials and easily accessible sand, water and clay. The 'small world' equipment is limited and old and worn. There is no space for an attractive and quiet book area. Because of these restrictions it is very difficult to provide a quality curriculum for this age group that fully meets the latest national guidance. Difficulties are compounded by the need to teach the National Curriculum to the pupils in Year 1.

20. The skills of language, literacy and communication and mathematical development are taught well in whole class sessions with reception children joining a well-adapted literacy and numeracy hour. The aspects of the Foundation Stage curriculum known as knowledge and understanding of the world, physical and creative development are developed by skilful adaptation of the Year 1 National Curriculum programme but the opportunities for children to initiate and develop their own learning are very limited. The new teacher acknowledges how difficult it is to provide a quality curriculum for the Reception children under these circumstances and uses skill and compromise to do her best. She has a good knowledge and understanding of the latest national guidance and its implementation to overcome the difficulties of the split age group class and is well able to continue the development required when the issues of resources and accommodation have been addressed.

**The quality of pupils' writing by the continuation, refinement and evaluation of the recently implemented good strategies to achieve this.**

21. As a result of the analysis of the results of the national tests and assessments in 2002, the school identified writing as a weaker element of pupils' performance. Analysis involved the scrutiny of pupils' work, data analysis, observation and checking of the quality of teaching and learning, training for teachers and workshops for parents. Advice and expertise were sought from the local education authority consultants. Whole school targets for writing have now been set as well as year group and individual pupil targets. New initiatives include an adjustment of curriculum planning to allow more time for longer pieces of writing, the development of writing through other subjects, a school magazine, and some innovative ways of making writing a meaningful and attractive experience for pupils. For example, pupils in the Years 1 and 2 class had small paper sacks containing toy animals to stimulate story writing and other useful aids such as boards to help with story planning. Pupils described the characters for their story on small cards and wrote dialogues in large 'speech bubbles'. They began to understand how the different parts of a story fit together. Pupils in Years 5 and 6 were encouraged to explore how atmosphere in a classic mystery story is built up and were developing more interesting and imaginative similes to use in their own work. Writing skills are developing well in other subjects. For example in Years 5 and 6 literacy skills were used well in writing about Victorian children and in analysis of their work in the style of Surrealist artists. There has not yet been enough time for these good strategies to have full effect on attainment but there is much evidence to show that these and the hard work of teachers are having a significant effect on the quality of pupils' work.

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

In order to improve the school further the headteacher, staff and governors should:

- (1) improve the provision for the Foundation Stage (reception) children by:**
  - developing indoor and outdoor accommodation to provide enough space for the full implementation of the requirements of the latest national guidance;
  - providing appropriate furniture for the needs of the age group, particularly for creating role-play and other activity areas, facilities for creative and artistic development and quiet areas;
  - providing suitable equipment for large construction activity and for creative, technological and exploratory play;
  - developing and organising teaching and learning in the class for Reception and Year 1 pupils so that reception age children have more opportunities for self-initiated, exploratory and creative learning and to experiment and imagine;  
(paragraphs 19, 20)
  
- (2) further improve the quality of pupils' writing by the continuation, refinement and evaluation of the recently implemented good strategies to achieve this.**  
(paragraph 21)

Both these issues are recognised by the school and action for improvement clearly identified in the school improvement plan. Some action has already begun on both issues.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	4	4	0	0	0
Percentage	8	31	31	31	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 more than seven 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)	112
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.1

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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*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			12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	10	9
Percentage of pupils at NC level 2 or above	School	75 (100)	83 (100)	75 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	75 (100)	75 (100)	83 (100)
	National	85 (85)	89 (89)	89 (89)

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

The separate totals for boys and girls have been omitted in accordance with OFSTED instructions, as these are less than ten.

### 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			12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	7	10	12
Percentage of pupils at NC level 4 or above	School	75 (81)	83 (81)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	10	12
Percentage of pupils at NC level 4 or above	School	83 (94)	83 (88)	100 (94)
	National	73 (72)	74 (74)	82 (82)

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

*The separate totals for boys and girls have been omitted in accordance with OFSTED instructions, as these are less than ten.*

**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	108	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	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)	5
Number of pupils per qualified teacher	22
Average class size	27

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

Total number of education support staff	6
Total aggregate hours worked per week	132

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	285811
Total expenditure	288252
Expenditure per pupil	2597
Balance brought forward from previous year	16352
Balance carried forward to next year	13911

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
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)	0
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	112
Number of questionnaires returned	49

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	71	29	0	0	0
My child gets the right amount of work to do at home.	42	46	10	0	2
The teaching is good.	63	35	0	0	2
I am kept well informed about how my child is getting on.	48	46	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	49	51	0	0	0
The school is well led and managed.	57	43	0	0	0
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	60	31	6	0	2