

## INSPECTION REPORT

**FREEZYWATER ST GEORGE'S PRIMARY SCHOOL**

HERTFORD ROAD, ENFIELD

LEA area: Enfield

Unique reference number: 102031

Headteacher: Mr M A Hollow

Reporting inspector: Mr M J Fitzgerald  
1246

Dates of inspection: 20 - 21 March 2000

Inspection number: 181663

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:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hertford Road, Freezywater, Enfield, Middlesex,
Postcode:	EN3 6NR
Telephone number:	01992 764737
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J B Grieves
Date of previous inspection:	1 <sup>st</sup> May 1995

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

### **INFORMATION ABOUT THE SCHOOL**

Freezywater St George's school is a popular school with waiting lists. It is an average size primary school with 207 pupils on roll. There are equal numbers of boys and girls in the school. Three quarters of the pupils are white. An increasing number of pupils come from minority ethnic backgrounds, mostly from Black-African and Black-Caribbean family backgrounds. Very few pupils are learning English as an additional language. Pupils come from a range of socio-economic backgrounds, which are broadly similar to the national average. The children's attainment on entry ranges from below to above average but reading and speaking are generally above average. The number of pupils entitled to free school meals and with special educational needs is below average.

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

This is a good school. The majority of the teaching is good. As a consequence, pupils achieve above average standards in English and mathematics and pupils make good progress. Standards achieved in science by the more able pupils at the age of 11, however, are not high enough. Standards in ICT are also not high enough. The school expects all pupils to behave very well and to apply themselves fully in lessons. In response, pupils are generally eager to learn and behaviour is excellent. The headteacher and the staff work very well together as a team to improve the school but the monitoring of the teaching is not yet rigorous enough. The school provides good value for money.

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

- Teaching overall is good, particularly for pupils who are under five and in Key Stage 1. Where it is very good, pupils are highly motivated and there is an animated buzz of learning in the classrooms.
- The teaching of English and mathematics helps pupils to achieve standards which are consistently above average. Teachers help pupils to learn at a good pace.
- The school fosters very good attitudes to learning. As a result, pupils are usually very keen to learn and behaviour and relationships are generally excellent.
- The school cares very well for its pupils and there is very good provision for pupils' moral and social development.
- The school is well managed and led by the headteacher, supported by the deputy headteacher. Staff work very well together.

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

- Standards for more able pupils in science at the age of 11.
- The monitoring of the teaching.
- Standards in information and communications technology (ICT).
- The consistency of the arrangements for homework.

*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 May 1995. The school has made good improvement since then. All of the action points from the inspection have been successfully addressed. The developments have maintained the above average standards in English at the age of seven and 11. They have contributed to significant improvements in standards in mathematics at the age of 11. More teaching time is now allocated to science and standards have risen in each key stage. However, results of end of key stage assessments have fluctuated from year to year, with fewer pupils attaining the higher levels which they achieve in English and mathematics. In the work seen in science during the inspection, standards are now above expectation by the age of seven but standards have not improved enough for more able pupils by the age of 11. Provision for cultural development has improved. The role of the governing body has also been developed.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	B	A	B	B	well above average A above average B average C below average D well below average E
Mathematics	B	A	A	A	
Science	D	A	C	D	

Standards across the three subjects have risen in line with the national trend since the last inspection. By the age of 11 over the last four years, the results in English have been consistently above national averages. Results in mathematics have risen to well above average. The work seen in English and in mathematics during the inspection confirms that standards are high and pupils are achieving well. Staff, including the headteacher, are deployed well to support pupils and there is an effective focus on mental work in mathematics. Standards in science by the age of 11 are not high enough. In the work seen in science during the inspection, standards are in line with national expectations by the age of 11. However, more able pupils are not gaining sufficient knowledge and understanding to reach higher levels because work is not matched closely enough with their prior attainment. Investigative work is not sufficiently structured to extend pupils to more advanced levels. Pupils achieve standards in ICT at the age of seven and 11 which are in line with national expectations. Too few pupils, however, attain the higher levels which they achieve in English and mathematics because of insufficient resources and some limitations in teacher expertise. Overall standards in ICT in each key stage are not high enough. Standards in the work seen in other subjects were at least satisfactory.

The school has set realistic targets in English and mathematics for pupils at the age of 11 in the end of key stage tests in 2000. The targets for 2001 are appropriate in English but the school target for mathematics is not high enough.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is generally excellent.
Personal development and relationships	Pupils work very well together and co-operate well with their teachers. Relationships are excellent. Pupils show initiative, willingly take on responsibilities and treat each other with respect.
Attendance	Attendance is good and punctuality is generally excellent.

Pupils show a high level of consideration for each other. They concentrate well and respond with enthusiasm to good teaching. They are often confident and articulate and ask penetrating questions. The excellent relationships between pupils and adults contribute to an effective learning environment which helps pupils to make good progress.

## TEACHING AND LEARNING

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

*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 the teaching is good and as a consequence pupils generally make good progress. Teaching was at least satisfactory in all lessons observed. It was good in 53 per cent of lessons and it was very good in 13 per cent of these lessons. The teaching of the children who are under five is consistently good. In Key Stage 1, the majority of the teaching is good, with some very good teaching, particularly in Year 2. The good teaching helps pupils to acquire knowledge and skills at a good pace. They continually show interest in the tasks provided and concentrate well. In Key Stage 2, the teaching is at least satisfactory, with some good and a smaller proportion of very good teaching. In each key stage, all teachers manage pupils well and discipline is usually very good. Where teaching is satisfactory, some pupils for some of the time, particularly in Key Stage 2, are not sufficiently motivated to concentrate and to complete tasks. This is sometimes linked with insufficient preparation for group tasks. Very occasionally, conclusions to some lessons are limited in drawing learning together. All pupils respond well to whole class teaching.

The majority of the teaching of English is good in each key stage. The teaching of mathematics is good for pupils who are under five and in Key Stage 1. It is at least satisfactory in Key Stage 2. The majority of pupils achieve well in relation to their prior attainment in English and mathematics. Throughout the school, teachers' expertise in English and in mathematics is usually good and this enables them to teach confidently. Classroom assistants and part-time teachers contribute effectively in lessons. This often helps pupils with special educational needs (SEN) to make good progress in both English and mathematics. In science in Key Stage 2, there is not enough challenge for more able pupils to deepen their knowledge and understanding and investigative work is not developed sufficiently. Difficulties with some of the equipment, limited resources and some limitations in teachers' expertise limits pupils' achievement in ICT in each key stage. Literacy and numeracy are taught effectively across subjects. For example, work on vocabulary, writing and recording data in science in Year 2 and in Year 6 contributes effectively to standards in English, mathematics and ICT.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good with significant strengths: the curriculum is broad and good links between subjects provide coherent learning experiences for pupils.
Provision for pupils with special educational needs	Good support is provided for pupils with SEN. Needs are identified very early and pupils' progress is very carefully monitored.
Provision for pupils with English as an additional language	There are very few pupils with needs in English as an additional language. Pupils receive appropriate support to help them to make progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall very good. Provision is very good for moral and social development and good for spiritual and cultural development. Provision for cultural development has improved since the last inspection.
How well the school cares for its pupils	There is very good care for the pupils. Assessment information is used well in lessons but the marking of written work in Key Stage 2 does not always give sufficient guidance to pupils on how to improve their work.

There is a good range in the learning experiences which are provided in each key stage. Extra-curricular provision in Key Stage 2 is very good. All adults emphasise the importance for pupils to work well and to consider the impact of their actions on others. Pupils are well known to staff and they are confident that teachers will always try to help them. Orally in lessons in both key stages, teachers consistently advise pupils how they can improve their work. In general, however, the marking of pupils' written work in Key Stage 2 does not show pupils clearly enough what they need to do to improve.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, together with the deputy headteacher, provides good leadership for the school. The very good teamwork amongst all the staff, particularly for the co-ordination of subjects, ensures that the school's aims and values are reflected in its work.
How well the governors fulfil their responsibilities	All statutory requirements are met. The governing body has improved its strategic role since the last inspection.
The school's evaluation of its performance	The school regularly and systematically evaluates its work. Monitoring of teaching is not yet rigorous enough to ensure that all of the teaching is at the level of the best quality in the school.
The strategic use of resources	The use of resources is carefully planned. For example, part-time staff are deployed very well during literacy and numeracy hours to support pupils and to raise standards in English and in mathematics.

The headteacher, with the deputy headteacher, ensures that there is a clear focus on raising achievement as well as providing pupils with a broad range of learning experiences. Consultation with staff on ways of improving the school is very good and there is very good teamwork. The plan for the development of the school is effective in improving the school. Results of assessments are regularly reviewed to ensure that resources, particularly part-time staff, are targeted to support pupils. Measures to evaluate cost effectiveness are also regularly reviewed. The programme for monitoring teaching does not yet cover all subjects. There is insufficient rigour in the monitoring, for example in science, to raise the quality of the teaching to the levels of the best quality in 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>• Children like school.</li> <li>• Children make good progress.</li> <li>• Good behaviour and attendance.</li> <li>• Good attitudes and values.</li> <li>• Expectation that children will work hard and achieve their best.</li> <li>• The teaching is good.</li> <li>• The school is well led and managed.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency of homework.</li> <li>• More frequent information about children's progress.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors agree with the positive comments made by parents. Although there are arrangements for homework throughout the school, inspectors agree that there are shortcomings in the arrangements for homework and the parental concern is partly justified. Inspectors do not consider that the concerns over information about children's progress and extra-curricular activities are justified. The school provides information about children's progress each term and there are daily opportunities for contact between teachers and parents. Extra-curricular provision in Key Stage 2 is very wide-ranging and very good. The school's decision not to make extra-curricular provision for pupils in Key Stage 1 to make the best use of staff time is appropriate.

## **PART B: COMMENTARY**

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

**Teaching overall is good, particularly for pupils who are under five and in Key Stage 1. Where it is very good, pupils are highly motivated and there is an animated buzz of learning in the classrooms**

1. The teaching of the pupils who are under five is consistently good. The teacher and classroom assistant have a good understanding of the needs of the pupils and plan well. Sessions are well organised and there is a good mix of adult directed and other activities to promote independence. Staff have high expectations that the pupils will be well behaved to which the pupils respond well. Activities are managed well and routines are very clear. Adults use good questioning strategies to extend pupils' language and mathematical skills. They value contributions made by the pupils. The pupils respond well to the good teaching. They concentrate on activities and make good gains in their learning as a result. In literacy and numeracy lessons, for example, the introductory parts of the lessons were well organised and used pupils' prior knowledge of sounds and of numbers effectively; the main activities included a good level of challenge, for example to predict how the story might end in the literacy lesson; pupils were well motivated by the variety of activities used in both lessons and as a consequence they concentrated well; the class was managed well and pupils were well supported during group tasks by the classrooms assistant; in each of these lessons, pupils made good gains in their knowledge and understanding in reading and of subtraction.
2. In Key Stage 1, the majority of the teaching is good, with some very good teaching particularly in Year 2. The good quality of the teaching ensures that the pupils are constantly challenged to develop and extend their knowledge, understanding and skills at a good pace. They continually show interest in the tasks provided and concentrate well. In a very good science lesson in Year 2, for example, the teacher used her very good subject expertise to match tasks well to pupils' prior attainment. There was excellent questioning to deepen pupils' understanding. This enabled all pupils to investigate and make very good gains in their learning about what a plant needs to grow.
3. In Key Stage 2, the teaching is at least satisfactory, with some good and a smaller proportion of very good teaching. In a good music lesson in Year 6, for example, the pace was brisk throughout. The teacher's good subject expertise ensured that there was a good level of challenge as well as opportunities for the pupils to refine their performances with support from the teacher. As a consequence, all pupils confidently sang songs from a range of cultures. They made good progress in singing with rhythmic accompaniment, which included pupils using chords.
4. In each key stage, all pupils respond well to whole class teaching. All teachers manage pupils well and discipline is usually very good. Classroom assistants and part-time teachers contribute effectively in lessons. This often helps pupils with special educational needs to make good progress in their learning.

**The teaching of English and mathematics helps pupils to achieve standards which are consistently above average. Teachers help pupils to learn at good pace.**

5. The majority of the teaching of English is good in each key stage. The teaching of mathematics is good for pupils who are under five and in Key Stage 1. It is at least satisfactory in Key Stage 2. Most pupils are achieving well in relation to their prior attainment and standards are higher than in similar schools. Teachers' expertise in English and in mathematics is usually good and this enables them to teach confidently. In a very good mathematics lesson in Year 2, for example, learning objectives were clear and shared with the pupils; the teacher's very good subject knowledge was used effectively to build on pupils' prior learning; this helped pupils to develop their mathematical thinking when a number could not be divided equally; the range of strategies the pupils used was drawn together towards the end of the lesson; this helped all of the pupils to make very good progress in their understanding of division and in developing their confidence to try out strategies to solve a mathematical problem. Similarly in a very good lesson in English in Year 5, pupils became highly involved in a discussion of the poem, the Highwayman; the use of an overhead projector to reveal the poem generated considerable interest; the questions posed by the teacher guided the pupils very carefully to make very good gains in their understanding of the way a narrative poem is organised; they also learned very effectively how the poet had used such devices as alliteration and onomatopoeia to structure and create effects in the poem. In the work seen in other subjects, the links made between subjects provide good support for pupils' literacy and numeracy. For example in a project on the local environment in geography in Year 3, pupils designed questionnaires for a job survey and investigated and collected information on the time it takes people to get to work. Using word-processing and a database, pupils produced word-processed text and various diagrams and graphs to display the

results of the surveys. Similarly in Year 2 and in Year 6, work on non-fiction texts in English is very well linked with work in science on mini-beasts and on water usage.

**The school fosters very good attitudes to learning. As a result, pupils are usually very keen to learn and behaviour and relationships are generally excellent.**

6. The school expects all pupils to behave very well and to apply themselves fully in lessons. All staff consistently give pupils very clear guidelines about what is expected of them. In response, pupils' attitudes to learning are very positive throughout the school. They enjoy school and are keen to learn. They often respond enthusiastically to the tasks which they are set. They settle quickly to work and concentrate well. They collaborate well together. They can work productively when not directly supervised. They respond positively to any challenges which teachers set them. For example, in a dance/drama lesson in Year 1, pupils responded with enthusiasm to the teaching and were eager to try out the movements suggested by the teacher. This enabled them to make good gains in their understanding of how to portray the movement of the rats in the Pied Piper of Hamelin.
7. The behaviour of pupils is generally excellent in classrooms and around the school. The pupils enjoy excellent relationships with each other and with all adults in the school. The school is a harmonious, multi-ethnic community. Boys and girls work happily together and all pupils take care of the school's resources and other pupils' property. Pupils' very good attitudes to learning and their generally excellent behaviour make a good contribution to the quality of the education. For example, lessons start promptly and briskly. Teachers do not have to waste time ensuring pupils are paying attention before they begin teaching as pupils are almost always very attentive.

**The school cares very well for its pupils and there is very good provision for moral and social development**

8. The school is very secure because of the very carefully organised arrangements for entry to the school. Pupils are confident that any concerns they have will be dealt with promptly by the teachers and other adults. Any absences are followed up quickly. The provision for the moral development of the pupils is very good. Teachers and other adults show respect for the pupils and this sets a good example for the pupils to follow. Pupils are always encouraged to relate positively and to respect each other. For example, during a storytime in Year 2, a pupil spoke about her birthday and pupils politely asked her a range of questions about the birthday. This was followed by reading a birthday story which another pupil had brought to school. This resulted in pupils being inspired by the story and developing their understanding of thinking about the consequences of actions. The pupils understand the clear code of conduct and reward system and the rewards are highly valued by the pupils. Pupils are encouraged to take responsibility for themselves and others through a range of opportunities. For example, older pupils care for younger pupils during lunchtime and they help in the dining hall.
9. The provision for the social development of pupils is very good. The systems are used effectively to reinforce the importance of good work and good behaviour. The results are rewarded by praise and celebrated in assemblies. In a Key Stage 2 assembly, for example, pupils showed significant interest in the point system for the colour groups in each class in Key Stage 2 and greatly appreciated the award of the weekly shield. In general, teachers create an atmosphere in classrooms which encourages pupils not only to answer questions but also to ask questions. In an English lesson in Year 2, for example, pupils showed considerable curiosity and were keen to know why the cocoon in the life cycle of the butterfly changed colour from green to brown before the butterfly emerged. The pupils take part very successfully in competitive sports. In assembly, the school celebrates pupils' participation, as well as the results. In Key Stage 2, pupils have access to a very wide range of extra-curricular activities which contribute well to pupils' social development.

**The school is well managed and led by the headteacher, supported by the deputy headteacher. Staff work very well together.**

10. The headteacher, together with the deputy headteacher, provides good leadership and a clear educational direction for the school. The school's aims, values and policies are reflected well in its work. There is a clear focus on maintaining and raising achievement as well as providing pupils with a broad range of learning experiences. There is very good consultation with staff. There is a good level of awareness of issues that still need to be improved and there is a shared commitment to improvement. Subject co-ordinators work together well and each co-ordinator has an action plan aimed at improving provision and raising standards. The headteacher works closely with staff to identify and prioritise areas for development in the school development plan (SDP). The SDP is used successfully to implement, monitor and evaluate developments. It provides a reliable basis for improving the school. The provision for pupils with SEN is well managed. The co-ordinator for SEN (SENCO) ensures that all staff are appropriately advised and informed. For example, any pupil who may be a cause of any concern is

very quickly identified and the SENCO, together with the class teacher, monitors the pupils' progress. Co-ordinators support colleagues in the subjects they are responsible for, while the co-ordinators for English and mathematics in particular have monitored the quality of teaching and standards of achievement in the school. Governors have improved their overview of the school since the last inspection. The governing body is fulfilling its legal responsibilities.

## **WHAT COULD BE IMPROVED**

### **Standards for more able pupils in science at the age of 11**

11. Overall, the teaching of science is satisfactory, with some very good and good teaching in Year 2 and Year 5. Standards at the end of Key Stage 1 have improved and all pupils, including the more able, are being suitably challenged. Additional questions and tasks are set for more able pupils and these pupils are beginning to be able to predict, pose questions and draw conclusions. In a very good lesson in Year 2, for example, the teacher used her very good subject expertise to match tasks well to pupils' prior attainment; excellent questioning to deepen pupils' understanding of what a plant needs to grow enabled all pupils to investigate and make very good gains in their learning. In Key Stage 2, there is not enough challenge for more able pupils to deepen their knowledge and understanding and investigative work is not developed sufficiently. This limits pupils' achievement. In a mathematics lesson in Year 6 for example, there was a high level of challenge for the more able pupils in the main activity in the lesson. In contrast in a number of science lessons, there was little planned to extend and challenge the more able. Staff expertise in Key Stage 2 in devising suitably structured and challenging investigative work in science is limited, for example, in developing pupils' skills to turn ideas into an investigation and to turn questions into predictions so as to develop workable and testable hypotheses. The current arrangements to raise standards in science through the booster class are not sufficient to ensure standards are consistently improved throughout the key stage.

### **The monitoring of the teaching**

12. The headteacher, the deputy headteacher, some co-ordinators and external advisers are involved in monitoring the quality of the teaching. The focus has been on English, mathematics, science and RE. Monitoring of the teaching in other subjects has yet to take place. This programme of monitoring is insufficient to ensure that there is a consistently good quality in the teaching of all subjects to match the best quality work in the school. For example, the teaching observed in geography and in art during the inspection was satisfactory but did not have the sharp challenge or the excitement of learning which was present in the best lessons in English and mathematics. In the existing monitoring programme, there is insufficient rigour in the monitoring of the teaching, for example of science, to raise the quality of the teaching to the levels of the best quality in the school. Oral feedback after observations identifies strengths and areas for development in the lessons observed. However, some of the recorded comments on observations provide limited guidance as to what the teacher could do to raise standards further. For example, in observations during the inspection where teaching was satisfactory particularly in Key Stage 2, shortcomings in the preparation and management of some group work resulted in some pupils not being sufficiently motivated to concentrate and to complete tasks. Currently, there is insufficient rigour in the comments recorded following monitoring observations to raise the quality of the teaching to the best quality observed in the good and very good lessons in the school.

### **Standards in ICT**

13. In response to the last inspection, the school has introduced a scheme of work for ICT in each year. Teachers and pupils are using computers and other information technology across subjects in each class, notably in English, mathematics, science and geography. Training has also been provided for staff. There are detailed plans to purchase new computers and to improve the ICT facilities. The school is aware that standards are not as high as they should be. At the age of seven and 11, pupils are achieving average standards overall in the work observed but few are achieving the higher levels which they are capable of and which they achieve in English and mathematics. Pupils are familiar with the basic functions of a computer. They are able to use the keyboard and the mouse for a variety of purposes, for example to enter information into a database in science in Year 2. They are able to use the computer for word processing. In Year 6, for example, they can word process a poem, punctuate it accurately and print it out. They are able to discuss how to use the computer to complete this work. They can use simple programs confidently. Keyboard skills, however, are still limited. The pupils can discuss and interpret information, exploring patterns and relationships. However, by the age of 11, pupils' ability to make predictions and explore the effects of changing data and variables is limited. Pupils' attitudes to using ICT are good in each key stage. They usually co-operate and help one another but lack of access to resources can lead to some frustration. The assessment of the progress of individual pupils is not used sufficiently to ensure that pupils

achieve at higher levels. Currently, the number of computers per pupil is significantly lower than the national average in primary schools and several of the computers are too old to run contemporary packages efficiently. The teaching is constrained by difficulties with some of the equipment, limited resources and some limitations in teachers' expertise. For example, in one lesson a planned activity was not possible because a printer was not functioning properly.

### **The consistency of the arrangements for homework**

14. The school's arrangements for homework are communicated to parents. There is a good range of homework tasks in some classes. For example in Year 3, pupils have investigated and collected information on job patterns as part of a project on the local environment in geography. In Year 6, pupils have collected information on water use in the home over a week as part of their work in science and English. In Year 2, pupils were asked to look out for spiders' webs on their way to school on two foggy mornings during the inspection as part of their work in English and in science on mini-beasts. There are, however, some shortcomings in the setting of homework. For example, the setting of homework is not consistently identified in teachers' planning so that there is a clear indication when pupils are expected to complete and hand in homework. In addition, when pupils have not completed work in class, homework is frequently given to those who have not finished the class work. This creates an imbalance in the amount of homework some pupils get.

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

1. Improve standards achieved by more able pupils in science by the age of 11 by:
  - a) Using information from prior assessment to plan appropriately structured activities to extend pupils' knowledge and understanding;
  - b) Develop staff expertise in providing appropriately challenging investigative work; (paragraph 11)
2. Improve the monitoring of the quality of the teaching by:
  - a) Developing rigorous criteria which will be used to evaluate teaching and to provide feedback in all classrooms, for example to raise standards in science for more able pupils;
  - b) Extending the monitoring programme to include all subjects; (paragraph 12)
3. Improve standards in ICT by:
  - a) Improving the school's ICT facilities as planned to ensure that the planned curriculum can have the intended impact on pupils' learning;
  - b) Increasing teachers' expertise in their use of ICT; (paragraph 13)
4. Improve the arrangements for regular homework for all pupils by ensuring that:
  - a) Homework is consistently identified in teachers planning and
  - b) The range of homework opportunities provided is reviewed (paragraph 14).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13%	41%	47%	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. The percentages do not add up to 100 per cent because the figures are rounded up

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	207
Number of full-time pupils eligible for free school meals	-	22

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	28

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

**Attainment at the end of Key Stage 1**

		Year	Boys	Girls	Total
		Number of registered pupils in final year of Key Stage 1 for the latest reporting year		1999	14
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	13	14	13	
	Girls	14	14	13	
	Total	27	28	26	
Percentage of pupils at NC level 2 or above	School	93 (93)	97 (97)	90 (100)	
	National	82 (80)	83 (81)	87 (84)	

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	14	15	12
	Total	27	29	25
Percentage of pupils at NC level 2 or above	School	93 (90)	100 (100)	86 (100)
	National	82 (81)	86 (85)	87 (86)

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

**Attainment at the end of Key Stage 2**

		Year	Boys	Girls	Total
		Number of registered pupils in final year of Key Stage 2 for the latest reporting year		1999	13
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	9	12	11	
	Girls	14	14	14	
	Total	23	26	25	
Percentage of pupils at NC level 4 or above	School	79 (89)	90 (86)	86 (100)	
	National	70 (65)	69 (59)	78 (69)	

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	9
	Girls	13	13	9
	Total	22	23	18
Percentage of pupils at NC level 4 or above	School	76 (79)	79 (79)	62 (75)
	National	68 (65)	69 (65)	75 (72)

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

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

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	17
Black – other	3
Indian	1
Pakistani	-
Bangladeshi	-
Chinese	4
White	131
Any other minority ethnic group	41

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	21.1:1
Average class size	29.4

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

Total number of education support staff	5.0
Total aggregate hours worked per week	93

#### **Qualified teachers and support staff: nursery**

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

Total number of education support staff	-
Total aggregate hours worked per week	-

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

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

	Fixed period	Permanent
Black – Caribbean heritage	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	-	-
Other minority ethnic groups	-	-

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1998/9
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	£
Total income	404,119
Total expenditure	414,482
Expenditure per pupil	1993
Balance brought forward from previous year	31,500
Balance carried forward to next year	21,137



**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	207
Number of questionnaires returned	193

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	3	0	0
My child is making good progress in school.	62	37	1	0	0
Behaviour in the school is good.	64	35	1	0	0
My child gets the right amount of work to do at home.	47	45	5	2	1
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	50	39	8	1	2
I would feel comfortable about approaching the school with questions or a problem.	72	22	6	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	59	33	6	1	2
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	68	30	2	0	0
The school provides an interesting range of activities outside lessons.	48	37	8	1	5

**Other issues raised by parents**

- Very careful attention to pupils' individual needs and early identification of pupils with special educational needs.