

INSPECTION REPORT

ST MARY'S CHURCH OF ENGLAND

JUNIOR SCHOOL

Old Basing, Basingstoke.

LEA area: Hampshire

Unique reference number: 116350

Headteacher: Miss U H L Randles

Reporting inspector: Mr. M. Thompson
25372

Dates of inspection: 19th – 21st June 2000

Inspection number: 183040

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Belle Vue Road Old Basing Basingstoke Hampshire
Postcode:	RG24 7DE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs G Peer
Date of previous inspection:	June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Church of England Junior School is situated in the village of Old Basing, to the east of Basingstoke, and was founded on its present site in 1866. The school is popular with parents and demand for places exceeds its capacity. Its premises were significantly extended and improved in 1998, and this development has enabled it to accommodate three classes in each year group. Its pupils are from a broad range of backgrounds, although many parents are of professional or managerial status. All parents have high expectations for their children.

The school is larger than average, with 368 pupils on roll. Just over 14 per cent of pupils are identified by the school as having special educational needs. While this percentage is high for a school of this type, evidence from national test results shows that most of these pupils are likely to achieve nationally expected levels by the time they are 11 years old. Only one pupil has a statement of special educational need. Pupils eligible for free school meals and from homes in which English is not the first language are thinly represented at the school.

Almost all pupils move to the school from Old Basing County Infant School at the beginning of Year 3. Results of the National Curriculum tests taken by pupils shortly before transfer indicate that attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

St Mary's is a very good school. Its success is built on good leadership and on an effective partnership between staff, parents and the community. It builds on the good standards achieved on entry and further develops its pupils' potential, so that by the age of 11 they achieve high standards in English, mathematics and science. In all classes pupils display exemplary attitudes to their work and behave impeccably. The quality of teaching is good, and the headteacher, staff and governors work well together to fully achieve their stated aims. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Attainment in English, mathematics and science is well above what is expected nationally;
- Pupils enjoy coming to school and being at school, they are highly motivated and concentrate hard in lessons. Relationships in the school are very good and standards of behaviour are excellent;
- Teaching is good or better in three-quarters of lessons;
- The curriculum is very good. It is enriched by a wide range of additional activities that broaden pupils' experiences and contribute strongly to the very good provision for spiritual, moral, social and cultural development;
- The school is well led and managed. The headteacher is ably supported by her hardworking and committed staff and governors.

WHAT COULD BE IMPROVED

- The quality of teachers' marking of their pupils' work;
- The use of computers within lessons;
- The quality of the school improvement plan.

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 1996. Key issues for action, identified in the inspection report, have been successfully addressed. Standards are now better than they were in English, mathematics and science. The curriculum has been improved, as has the school's provision for pupils' spiritual, moral, social and cultural development.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
mathematics	A	A	A	A
science	B	A*	A	B

Key

<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Overall, the attainment of pupils on entry to the school at the start of Year 3 is above average. The school improves further on these standards and, by the age of eleven, the proportion of pupils achieving or exceeding the expected target of Level 4 in the National Curriculum tests is well above average. Results of the 1999 tests show that, when compared to schools with similar intakes, standards are well above average in English and mathematics and above average in science. In 1998, the school's results in science were in the highest 5 per cent nationally. When results over the past three years are compared, performance is normally well above the national average and the rate of year-on-year improvement is broadly in line with the national trend. The work observed during the inspection confirmed these high standards. However, the school's published targets are too cautious. They were exceeded last year and are quite likely to be exceeded this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils' attitudes contribute strongly to the high standards achieved.
Behaviour, in and out of classrooms	Excellent. Pupils respect one another and adults.
Personal development and relationships	Pupils relate very well to one another and to adults. They show initiative in lessons and around the school.
Attendance	Almost all pupils have very good attendance records and arrive at school early, enabling lessons to start promptly. Not a moment is wasted.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable	Not applicable	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 quality of teaching is good and has improved since the last inspection. No unsatisfactory teaching was observed. Sixty seven per cent of lessons were good and a further 8 per cent were very good.

Overall, teachers have a good knowledge of the subjects that they teach. They have high expectations of pupils' work and use a good range of teaching methods to achieve their aims. Teachers carefully assess their pupils' skills, knowledge and understanding through skilful questioning and use this information to ensure that work is well matched to pupils' abilities. As a result, pupils are very interested in what they have to do and grow in confidence and independence. A particularly strong feature of lessons is the teachers' very good management of pupils. Teachers hold pupils' attention and ensure that the organisation of the work to be done, and the grouping of the pupils to do it, is carried out efficiently. Basic skills of literacy and numeracy are well taught.

While teachers' day-to-day assessments of pupils through questioning are of high quality, the way in which work is marked does little to improve pupils' skills. In almost all work scrutinised, marking was generally confined to ticks or crosses, with few useful comments. Corrections of mistakes were generally not done.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Subjects are covered well and in depth. Music is a particular strength of the school. Very good links are made between subjects and pupils have regular opportunities to apply their skills in literacy and numeracy in all lessons.
Provision for pupils with special educational needs	These pupils are well supported. Their individual education plans set appropriate targets, which are regularly reviewed. Within lessons, the work planned for them is challenging, but achievable. Learning support assistants provide skilled help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is very good. Provision for spiritual development is good.
How well the school cares for its pupils	Staff know pupils well and take very good care of them. Health and safety procedures are given close attention.

The school provides a safe, stimulating environment in which all pupils flourish.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides purposeful leadership. Most senior teachers monitor their subjects well and provide good support for colleagues.
How well the governors fulfil their responsibilities	Governors are both supportive and well informed. All statutory requirements are fully met.
The school's evaluation of its performance	Staff and governors critically appraise the school's performance and seek ways to improve.
The strategic use of resources	The school uses its staff and accommodation very well. Its equipment is generally well used, with the exception of its computers in the classrooms. Funding is carefully spent.

A particularly good feature is the way in which all teachers work to develop the curriculum within year groups and within specific subject areas. In mathematics and science, co-ordinators provide good analyses of test results and set clear targets for future development. The school improvement plan provides a reasonable outline of development up to the end of the academic year, but does not set targets beyond that. It also lacks some precision and clarity.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Standards of behaviour; • Good quality teaching; • Teachers' high expectations of their children; • The progress that their children make; • Their children like school; • The school helps their children to become mature and responsible; • The school is well led and managed; • Teachers are approachable; • The school keeps them well informed. 	<ul style="list-style-type: none"> • The range of activities outside lessons; • The quantity of homework set.

Inspectors' judgements fully support all of the positive views expressed by parents.

With regard to the areas that some parents would like to see improved:

- the school provides an impressive range of activities outside lessons, which are available equally to boys and girls. However, girls take better advantage of these activities than the boys;
- the quantity of homework set in Years 3 to 5 is typical of most schools. Pupils in Year 6 receive slightly more homework than is normal, but this is well integrated into what is taught in lessons and is very good preparation for what is expected by the local secondary schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English, mathematics and science is well above what is expected nationally.

1. The pupils achieve high standards in English, mathematics and science in their National Curriculum tests.
2. Standards achieved in the tests were confirmed by inspection evidence, which shows that skills in all elements of English, mathematics and science are systematically developed as pupils progress through the school. Teachers make good use of pupils' previous learning as a firm base for the teaching of new skills and very good opportunities are provided for pupils to use their skills in numeracy and literacy across all areas of the curriculum.
3. Skills in speaking and listening are very well developed. Pupils are good at listening, and by the end of Key Stage 2 clearly articulate their views during discussions. They confidently use a wide range of vocabulary, including technical terms, and speak with clarity and good use of grammar. For example, during a Year 4 English lesson, a pupil in a lower ability group responded to the teacher's question about how a passage of text was to be improved by saying that it needed to be "more powerful and descriptive". A Year 6 pupil, discussing her work in English was able to talk confidently about her reading preferences and a wide range of authors, confidently using terms such as 'genre' when giving examples.
4. Skills in reading are well developed. From an early age pupils use a wide range of strategies to decipher unfamiliar words and by the time they are in Year 6, most read fluently and expressively. An indication of the quality of reading throughout the school is shown in the results of testing carried out at the beginning of Year 4. The assessment record for one of the Year 4 classes shows that, when tested, all but two of the 31 pupils in class were reading at a standard equal to or better than that expected of pupils of a similar age. Two thirds of the class were reading at a level a year or more above their chronological age and almost half were two years or more above.
5. Writing skills are well taught across the school and good opportunities are provided for pupils to use their skills in many other subjects. For instance, pupils in Year 3 produced good accounts of life in Victorian Schools as part of their history studies. In comparison with other aspects of the English curriculum, handwriting skills are underdeveloped in the younger classes. While almost all pupils in Year 4 classes hold their pencils correctly, only about eight out of ten produce letters of a consistent size and just over half write in a fluent, cursive style. Pupils make better progress as they move through the school and achieve good standards by the time they are in Year 6. Throughout the school, work is well punctuated and in Year 6 pupils make good use of devices such as colons and hyphens. Note-taking skills are used well and pupils effectively draft and re-draft their work.

6. The good standards achieved in literacy help pupils to work at a high level in other subjects. For example, Year 6 pupils confidently used skimming and scanning skills to quickly research information when working on a science task about climatic conditions in the rainforest. Their ability to summarise this information was shown in their use of brief 'bullet point' statements.

7. Skills in numeracy are well developed and teachers provide good opportunities for pupils to practise what they have learned in a variety of practical situations. Good use is made of mental arithmetic sessions at the start of lessons to reinforce learning, and pupils are encouraged to use their emerging knowledge of the patterns created by numbers. By the time that they reach Year 6, these skills are at a good level. For example, a pupil in the highest ability group challenged classmates to work out what number rule she was thinking of. By using thoughtful questions, many of which focused on multiplication tables, classmates were able to work out that the secret rule involved prime numbers. A large proportion of pupils in Year 6 are working at a level above what is expected nationally and about one third of the highest ability group are functioning at a level more normally associated with pupils in their second year at secondary school. During the inspection, this group of pupils was observed investigating Pythagoras' theorem about right-angled triangles. The important skill of estimation, which underpins all work in mathematics, is also well developed, so that pupils often have a good idea of the likely range within which they will find the answer to a problem. Pupils' good attainment in mathematics helps them with their work in other subjects. For example, pupils in Year 5 produced accurately drawn line graphs about bacterial growth, as part of their studies in science.

8. Skills of scientific enquiry are well developed. By the time pupils are in Year 6 they are knowledgeable and experienced across the breadth of the curriculum. They are secure in their understanding of the principles of fair testing and achieve good standards in a range of topics from electrical circuits and the practical applications of conductors and insulators to the study of food chains.

Pupils enjoy coming to school and being at school, they are highly motivated and concentrate hard in lessons. Relationships in the school are very good and standards of behaviour are excellent.

9. Throughout the school, pupils' attitudes to learning, their behaviour, the quality of relationships and their personal development all contribute to an orderly and welcoming environment in which effective learning can take place. Pupils enjoy coming to school and being at school.

10. Attitudes to work are excellent. Without fail, pupils settle well at the beginning of lessons and are eager to learn. They listen extremely well and carefully watch any demonstrations given by their teachers and, as a result, they are able to settle to their tasks very quickly because they know what they have to do. They are keen to tackle new work, confidently share their ideas with others and show a real desire to improve. For example,

during a Year 5 science lesson in which pupils were working with data obtained from their work in the school grounds, they were keen to suggest answers, readily helped one another and concentrated hard to make sure that they tabulated their answers correctly. Teachers' high expectations of their pupils are reflected in the generally good standards of presentation of work. Pupils are proud of their efforts and are eager to share their work with adults.

11. Pupils' behaviour is excellent. They move around the school sensibly and show consideration towards others. Pupils enter and leave the hall at the beginning and end of assemblies in silence. They work and play well together, even when not directly under adult supervision.

12. Relationships in the school are very good. Pupils relate very well to each other and to all adults in the school. They are polite, friendly and well mannered. The fruits of these positive relationships are seen in lessons, where pupils co-operate well in paired and group work, share tasks equally and organise their work without fuss.

Teaching is good or better in three-quarters of lessons.

13. The quality of teaching is good and has improved since the last inspection. No unsatisfactory teaching was observed. Sixty seven per cent of lessons were good and a further 8 per cent were very good.

14. Teaching in the school is characterised by sound planning and thorough preparation. Teachers clearly identify their learning objectives and, in most classes, share them with pupils at the start of lessons so that the purpose of the work is made very clear. During the important plenary session at the end of lessons, when learning is reviewed and reinforced, teachers often make good links to the learning objectives set out at the start of the lesson. In the best lessons, pupils are given the opportunity to reflect and to evaluate their own progress in achieving the objectives. Occasionally, where planning has not been thorough enough, teachers run short of time towards the end of lessons because they do not have a clear enough structure of timed sections of a lesson to work to. Where this occurs, not enough time is available for an effective plenary session and opportunities to reinforce learning are missed.

15. The skills of literacy and numeracy are taught in a thorough, structured way, with a good emphasis placed on the use of technical vocabulary specific to the subjects. As a result, pupils confidently use terms such as 'connectives' when discussing linking sentences.

16. Overhead projectors are generally well used as an aid to teaching. For instance, teachers are able to project transparencies of the worksheets to be used by pupils during lessons and show pupils how they are to record their answers. Teachers also make good use of this technology for projecting such aids to learning as number squares during mathematics lessons. Learning support assistants are well briefed and provide valuable support to individuals or to small groups. This form of help is particularly effective during 'literacy hour' sessions.

17. Lessons contain a good balance between direct teaching, activity by the pupils and time to review what has been learned. Teachers are skilled in questioning their pupils to assess what they know and the level of their understanding. Good subject knowledge, combined with good assessment, enables teachers to rephrase questions or to approach the way in which a particular skill is taught from a different perspective, in response to the needs of individual pupils. For example, in a Year 4 English lesson the teacher successfully led a group of lower-attaining pupils through an exercise in which they had to analyse and improve a passage of text about Queen Elizabeth I. She knew her pupils well and was able to pitch the level of her questions accordingly to provide achievable challenges. Teachers constantly monitor how pupils are progressing, making opportune prompts to support the slower learners as well as challenging questions or remarks to stretch the higher attainers.

18. In almost all lessons pupils are very well managed. The very good working atmosphere created through high expectations of pupils' behaviour, mutual respect between teachers and pupils and clearly established classroom routines enables all pupils to concentrate on their work and to make good progress. Pupils' excellent attitudes and behaviour contribute strongly to the quality of learning.

19. The foundation of the very good lessons observed was very good planning. This provided a very clear framework for teachers and, when combined with very secure knowledge of the subject being taught, resulted in a crisp pace to learning. Teaching of this quality was observed in a Year 5 mathematics lesson. The teacher was both knowledgeable and enthusiastic and sustained a brisk pace throughout the lesson. Tasks were clearly explained and then pupils' understanding of them was carefully checked before they were set to work. The teacher ensured that all pupils took part in the lesson through carefully targeted questions. Pupils' contributions were equally valued and praise was effectively used. As a result, pupils grew in confidence and enthusiasm, even though the task of finding the mean, median and mode was a demanding one for a lower ability group.

20. Homework is generally well used to supplement and reinforce what is learned in class. It is particularly well used in Year 6 classes. For example, in a mathematics lesson, the teacher carefully explained the homework task as part of the teaching about area and perimeter. The work set for pupils complemented what was taught and helped them to build on their classwork.

21. The main weakness in teaching is in the quality of marking of pupils' work. Minor shortcomings are that, on some occasions, teachers are over-directive and provide too few opportunities for their pupils to develop skills in independent learning; and in some 'literacy hour' lessons teachers do not use guided reading techniques well enough to develop pupils' skills.

The curriculum is very good. It is enriched by a wide range of additional activities that broaden pupils' experiences and contribute strongly to the very good provision for spiritual, moral, social and cultural development.

22. The curriculum offered to pupils is a significant strength of the school. It is broad, balanced and relevant and is very well constructed so that pupils' skills, knowledge and understanding are developed systematically from year to year. Very good links are made between subjects, so that pupils have regular opportunities to transfer skills learned in one subject to their work in another.

23. A particular strength of the curriculum is the way in which the teams of teachers working in each of the four year groups plan carefully together. By doing this they ensure that what is taught in each of their classes follows a very similar format. Worksheets used as part of the lessons are shared, as is the teachers' expertise. The school's 'core' subject groups for English, mathematics and science are also a very good feature of its management structure. These groups meet twice a month and are attended by representatives of each year group. Issues discussed at these 'core' meetings are then relayed back to year group meetings so that consistency of practice throughout the school is assured.

24. A very good programme of educational visits and high-quality experiences provided by visitors to the school enrich the curriculum and provide valuable stimuli for pupils. For example, the annual Year 6 residential visit to Calshot Activities Centre provides an important part of the Key Stage 2 physical education curriculum, through activities such as climbing and orienteering. It also enables subjects such as geography to be studied in a practical way as pupils map the course of streams or use a weather station. Visitors to the school such as the children's authors Michael Rosen and Kit Wright during 'Book Weeks' help to inspire pupils and broaden their horizons. For example, many pupils in a Year 4 literacy lesson were enthusiastic readers of poetry as a result of Michael Rosen's visit. Pupils' cultural development is enhanced by the experience of live theatre. A touring group recently entertained older pupils with *Macbeth*, while younger pupils enjoyed a performance of *The BFG*.

25. An impressive range of activities outside lessons also underpins the curriculum. These activities are very well supported and include a large choir and orchestra, reflecting the strength of the school's musical tradition. The weekly orchestra practice observed during the course of the inspection was greatly enjoyed by the pupils, who played with considerable skill. They concentrated hard and worked together very well to give a high quality performance.

26. A strong Christian ethos permeates all the school's work. Pupils learn to have care and consideration for one another and develop good skills of citizenship. Activities such as the 'Charity Week' in which pupils organise themselves to raise money for good causes are indicative of its caring ethos. Staff know their pupils very well and provide a secure environment in which all pupils flourish.

The school is well led and managed. The headteacher is ably supported by her hardworking and committed staff and governors.

27. The school is well led and managed by the headteacher. She regularly monitors the quality of teaching and learning and has a clear view of the future development of the school. She ensures that the school's clearly stated aims are fully reflected in its work. Teachers are committed to improving pupils' attainment and are good at critically analysing the effects of their teaching. There are very good relationships within the school and there is a strong sense of teamwork among the staff. Day-to-day routines are well managed by an efficient administrative team in the school office.

28. The school improvement plan gives a clear outline of priorities and is a useful working document but needs further refinement. The school has identified this as an area for development and is currently working to move from the current format to a more comprehensive strategic improvement plan.

29. A clear commitment to improvement is evident in the way in which curriculum developments are managed and in the very good way in which additional, specific support for pupils is carefully targeted. The monitoring of the quality of teaching and learning by subject co-ordinators reflects the priority placed on recent national initiatives in literacy and numeracy. Co-ordinators for English, mathematics and science have all observed lessons and provide effective support to colleagues based on the information gained from their monitoring. The very good structure of whole staff meetings, 'core' subject meetings and year group meetings ensures that curriculum initiatives are fully discussed and that staff are well informed about decisions made.

30. The governing body is well organised, very effective and successfully fulfils its role as 'critical friend' to the school by monitoring its work both informally and through its formal meetings. Informal monitoring takes place in many ways. For example, the chair of governors meets the headteacher on a very regular basis. Many governors are parents of children who are current or past pupils and take a keen interest in the school's work. A number of them visit regularly and help teachers in a variety of ways, such as hearing pupils read. Formal monitoring of the school's work takes place through frequent meetings of the full governing body and through an effective committee structure. Its main committees oversee developments in the curriculum, work to improve the premises and carefully monitor the school's finances.

WHAT COULD BE IMPROVED

The quality of teachers' marking of their pupils' work.

31. While teachers are very good at using skilfully phrased questions to assess the development of pupils' skills, knowledge and understanding in lessons, they generally do not mark their pupils' work with enough thought. The samples of pupils' work scrutinised showed that, sometimes, incorrect answers had been marked as being right. Many books showed signs of having been marked quickly. To some extent this is due to the heavy workload of the teachers, which is increased by the very large quantities of work produced by

pupils. In general, marking consists of ticks or crosses, with few useful comments for future development or targets for improvement noted. On some occasions, comments made on pupils' written work tend to focus solely on the quality of handwriting or on the presentation of the work, rather than on the quality of the content. In mathematics in particular, pupils do not often correct their answers and opportunities to improve their understanding of the correct methods of computation are missed. As a result of the very thorough way in which its work is monitored, the school has already identified improvements required in this area.

The use of computers within lessons.

32. Good use is generally made of the new information technology 'suite' sited within the reference library, although there are too few machines for the number of pupils needing to use them and there is not enough space for computer skills to be taught easily. Furthermore, while classes are working with the new computers, other pupils cannot use the reference library. However, in classrooms, the older computers available are not usually well used and, as a result, many opportunities to use information technology as an integral part of learning across the curriculum are not taken. During almost all lesson observations, class computers were not in use and, in some classes, were not switched on. These machines are more often used before school begins when pupils come into the classrooms well before the official start to the school day. During the final morning of the inspection, a regular survey of all classes showed that no classroom computers were used from the start of school until lunchtime. On the occasions when these machines are used, pupils display confidence and competence in controlling the images on screen.

The quality of the school improvement plan.

33. The school improvement plan provides clear detail about the actions to be taken, the timescales involved and those responsible for achieving the targets outlined within three main areas: Premises and Resources, Communications and Curriculum. The matrix format in which it is presented is a useful way of presenting information clearly. However, in the case of the school plan, the matrix loses some of its impact because it has too many unnecessary 'boxes' for information while some of the detail which should be included is absent. For example, three columns are allocated to financial information: one for estimated costs, one for actual costs and one simply for recording the date on which approval for spending is given. In most cases, the costings are only listed as approximate amounts, if at all, and only occasionally is mention made of the cost of actions in terms of time. Generally, the finance sections lack precision and do not contain enough detail. Similarly, three columns are allocated for notes of reviews of progress and a further two for the completion date and personnel responsible for an evaluation, while the important feature of the criteria used to judge the effectiveness of the plan is not included.

34. The headteacher, staff and governors interviewed all articulate a very clear view of longer-term plans. However, the school improvement plan does not record these longer-term aims and does not map out targets for action beyond the end of the current academic year. Curriculum co-ordinators have very clearly set out development plans for their subjects, but the plans scrutinised for English, mathematics, science and information technology do not relate closely enough to the targets listed within the current school improvement plan. Furthermore, there is no clear, recorded timetable for the systematic review of curriculum policies and schemes of work related to the school improvement plan, even though there is clear evidence that staff regularly evaluate what they are teaching and the way in which they teach.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- Review its marking policy to ensure that pupils' work is more thoroughly marked and that marking helps pupils to make better progress.
- Make more efficient use of information technology within lessons by ensuring that its use is incorporated into teachers' planning.
- Improve the quality of the school improvement plan, ensuring that it:
 - * clearly sets out the criteria to be used when judging the success of initiatives;
 - * includes more precise costings of initiatives;
 - * relates more closely to subject development plans;
 - * provides a longer-term guide to future development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	67	25	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	368
Number of full-time pupils eligible for free school meals	N/A	9

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	54

English as an additional language	No. of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No. of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	39	50	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	35	32	37
	Girls	47	46	48
	Total	82	78	85
Percentage of pupils at NC Level 4 or above	School	92 (86)	88 (84)	96 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	34	34	36
	Girls	48	46	47
	Total	82	80	83
Percentage of pupils at NC Level 4 or above	School	92 (86)	90 (86)	93 (92)
	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	1
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	363
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	25.2
Average class size	30.7

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	101

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	531978.00
Total expenditure	569196.00
Expenditure per pupil	1577.00
Balance brought forward from previous year	80842.00
Balance carried forward to next year	43624.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	368
Number of questionnaires returned	189

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	4	1	0
My child is making good progress in school.	47	48	3	1	1
Behaviour in the school is good.	45	53	1	0	1
My child gets the right amount of work to do at home.	29	56	15	1	0
The teaching is good.	54	43	1	0	2
I am kept well informed about how my child is getting on.	34	57	5	4	0
I would feel comfortable about approaching the school with questions or a problem.	60	32	5	2	1
The school expects my child to work hard and achieve his or her best.	62	34	2	0	2
The school works closely with parents.	30	57	7	3	2
The school is well led and managed.	53	40	4	1	3
The school is helping my child become mature and responsible.	44	51	3	1	2
The school provides an interesting range of activities outside lessons.	28	47	17	3	6

Percentages are rounded to the nearest whole number

51% of parents returned the inspection questionnaires

38 parents attended the pre-inspection meeting with the registered inspector

Views of parents expressed at the meeting were overwhelmingly positive and supportive of the school.