

INSPECTION REPORT

RALPH SADLEIR MIDDLE SCHOOL

Station Road
Puckeridge
Hertfordshire
SG11 1TF

LEA area: Hertfordshire

Unique reference number: 117543

Headteacher: George A H Anderson

Reporting inspector: Val Lynch
1475

Dates of inspection: 29th February – 2nd March 2000

Inspection number: 186969

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed secondary

School category: Community

Age range of pupils: 9 - 13

Gender of pupils: Mixed

School address: Station Road
Puckeridge
Hertfordshire

Postcode: SG11 1TF

Telephone number: (01920) 821042

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Appropriate authority: The governing body

Name of chair of governors: David Bell

Date of previous inspection: 4 March 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ralph Sadleir is a 9 to 13 middle school with 334 pupils on roll. Since 1994 the school has grown from 211 pupils and is over-subscribed. The school has a very low number of ethnic minority pupils and pupils for whom English is an additional language. There are slightly more boys than girls, mainly in Years 7 and 8. There are 8.1 per cent of pupils eligible for free school meals. This is below the national average for all secondary schools and for middle schools.

Key Stage 1 test results of pupils taken two years before they join Ralph Sadleir indicate that the profile of pupils on entry is skewed towards higher attainers. Approximately only 25 per cent of the pupils who come to the school have reading ages below their chronological age.

Two per cent of pupils have a statement of special educational needs which is in line with the national average. In total 22 per cent of pupils are on the special educational needs register. This is slightly below the national average.

HOW GOOD THE SCHOOL IS

This is a very good school. Attainment is well above the national average and during their time in school all pupils make good progress. Consistently good or better teaching and pupils' excellent attitudes to their learning ensures high standards of work and behaviour. The areas identified for improvement will make a very good school even better.

What the school does well

- Attainment of pupils is above the national average and better than similar schools because teaching is consistently good or better.
- The leadership of the headteacher and the governing body has secured improvement in standards and the introduction of a number of curriculum and management initiatives.
- The excellent attitudes, relationships and behaviour of pupils provide for a very purposeful learning atmosphere.
- The rich curriculum including the outstanding range of opportunities outside the classroom contributes significantly to the enthusiasm pupils have for school and learning.

What could be improved

- The way teachers use assessment information to plan their lessons so that the most able pupils always have enough opportunities to work at the highest levels.
- The co-ordination of improvements in the use of information and communications technology.
- The roles and responsibilities of senior and middle managers for monitoring and evaluation of the curriculum and teaching and learning.
- The provision for pupils' social development so that they develop skills of citizenship.

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 1996 and has made very good progress since the previous inspection both in terms of the test results at the end of Key Stage 2, in the curriculum provided and on the key issues from the previous inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on ¹average point scores in National Curriculum tests.

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

Key

well above average A

above average B

average C

below average D

well below average E

At the end of Key Stage 2 test results are very good and when pupils move to the upper school they do very well in their Key Stage 3 tests. Over the last four years results in tests at the end of Key Stage 2 have improved in line with the improvements in results nationally. There has been a substantial improvement in results since the previous inspection.

During the inspection the work seen in lessons and in pupils' books was of a good standard. The work seen in lessons reflects the very good progress made by pupils from when they enter the school in Year 5 to when they leave at the end of Year 8.

The school has set targets for end of Key Stage 2 test results for the next two years on the basis of Year 4 tests. Whilst these might be appropriate 1999 results considerably exceeded the targets set and suggests that more challenging targets might need to be set that takes account of the progress that pupils undoubtedly make at the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: Pupils are highly motivated and willing learners. They concentrate and take pride in producing high quality work at all times.
Behaviour, in and out of classrooms	Excellent: Behaviour at all times in lessons, on corridors and during breaks is exemplary. It was a delight to be with the pupils.
Personal development and relationships	Very good: Pupils have excellent relationships with their teachers and each other. During their time at the school they mature from being children to becoming young adults.
Attendance	Very good, as is punctuality to lessons.

Pupils are very enthusiastic about school and the work that they do. They are hardworking and keen to achieve. Behaviour is excellent and this, coupled with their very positive attitudes and their very good relationships with all members of the school community, makes a significant contribution to creating an atmosphere in which all can learn.

¹ The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in another school. At Key Stage 2 the Level attained by each pupil, for example, in mathematics, is given a score. Level 3 = 21 points, Level 4 = 27 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points based on the Level attained by pupils and then dividing by the number of pupils who took the test. Therefore, a school whose average points score for mathematics at the end of Key Stage 2 is greater than 27 is one whose pupils are performing above that expected for their age.

TEACHING AND LEARNING

Teaching of pupils:	aged 9-11 years	aged 11-13 years
Lessons seen overall	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching was satisfactory or better in all lessons seen and it was good or better in nearly all of them. In two out of every five lessons teaching was very good or excellent. Teaching in English, mathematics and science is good and often very good with pupils achieving well in these subjects. The skills of literacy and numeracy are well taught through English and mathematics but also developed and re-enforced in other lessons. Pupils with special educational needs do at least as well as expected because teachers know them well and take account of their needs when planning their lessons. Teachers are also very careful to make sure that such pupils understand the work and during a lesson provide a lot of individual support. Higher ability pupils do at least as well as expected particularly in lessons where they are set appropriately challenging work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: There are strong, effective strategies for improving literacy and numeracy. There is an outstanding range of extra-curricular opportunities and educational trips which benefit many pupils.
Provision for pupils with special educational needs	Very good: Staff know pupils well and provide appropriate work for them in lessons. Targets within pupils' individual education plans are not sufficiently specific for detailed progress towards the targets to be checked.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral development is very good and is good for their personal, social and cultural development. There are few opportunities for pupils to participate democratically in the organisation of their school and few opportunities that prepare them for life in our multi-cultural society.
How well the school cares for its pupils	The school's care of its pupils is very good. Staff know all pupils well and informal conversations ensure that their personal development is monitored. Although the school has data that could be used to check individual pupil's progress this is not used systematically and regularly to report on pupils' academic progress to parents, particularly in Key Stage 3.

The opportunities offered to pupils both within and outside lessons are very good and what is a small number of staff provide a very creditable range of activities that pupils enjoy and appreciate. The curriculum meets all statutory requirements and includes good provision for pupils' personal development although more could be done to prepare pupils to live in our multi-cultural community. Pupils' attitudes and maturity are such that they could take more responsibilities than they are currently given for things that happen in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: Clear and effective leadership from the headteacher and governing body, exercised sensitively and carefully, has secured improvements in provision with the commitment of all staff.
How well the governors fulfil their responsibilities	Very good: Knowledgeable, committed, enthusiastic and well-organised governors fulfil their statutory responsibilities and work closely and well with the headteacher.
The school's evaluation of its performance	There is good work on identifying the progress pupils make during their time at the school. However, monitoring of the curriculum and teaching and learning is at an early stage of development and there is a lack of clarity about who is responsible for monitoring, particularly in Key Stage 2.
The strategic use of resources	Development planning is good and the allocation of resources to achieve priorities is well managed.
Value for money	Standards are high, the quality of teaching and the curriculum is very good. Very effective timetabling enables pupils to experience the best of primary and secondary practice. Value for money is very good.

The school is well led by the governors and the headteacher, supported by a strong team of heads of year and subject co-ordinators. Changes and improvements have been skilfully managed at a pace that has secured the commitment of all staff. Subject leadership is good but there is not sufficient clarity about senior and middle managers' roles and responsibilities in relation to monitoring and evaluation and for whole school matters.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none">• The way the school is led and managed.• The high expectations that teachers have for their pupils.• The high quality of the teaching and the progress pupils make.• The high standards of behaviour in the school• The range of activities outside lessons particularly music, drama and sport.• The way the school helps pupils to mature and to take on responsibilities.	<ul style="list-style-type: none">• Agreement about the amount of homework to be set from Year 5 to Year 8.• More information on the progress that individual pupils are making.• A closer working relationship with parents.

Parents are very positive about the work of the school, recognising the high standards of attainment and behaviour and the contributions that teachers make over and above their teaching commitments. Some concerns were expressed about the increasing amount of homework as pupils move through the school and that in Year 8 some pupils have too much homework to do. The inspection team found that the increasing amount of homework being set from Year 5 to Year 8 was appropriate. In a number of cases it was pupils' enthusiasm for learning that led them to put outstanding effort into their homework. Setting across English, maths and modern foreign languages in Key Stage 3 caused concern for some parents whose children were not necessarily strong in all subjects but excelled in one but were not in the top set for that subject. Provision for such pupils is made in these subjects by the provision of extension materials and records are kept so that setting arrangements can be reviewed. The inspection team found that reports do not provide enough information on pupils' progress and that this could strengthen the school's partnership with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment of pupils is above the national average and better than in similar schools because teaching is consistently good or better

1. During the inspection all teachers were seen teaching. The quality of the teaching was always satisfactory and often better. This means that pupils have consistently good experiences in lessons. This ensures that they do well as reflected in the very good results achieved at the end of Key Stage 2 and also in what pupils achieve at the end of Key Stage 3 in the partner upper school.
2. In order to appreciate what pupils do achieve it is worthwhile looking at the results in more detail. At the end of Key Stage 2 the percentage of pupils achieving the ²benchmark Level 4 in the core subjects is above or well above the national average and above or well above the percentage found in similar schools. In 1999 results in maths and science were better than in English. The percentage of pupils gaining the higher Level 5 or above is better than the national average and above the percentage found in similar schools. Results are similar in English, maths and science for those achieving the higher Level 5. When comparisons are made using average points scores the picture is equally positive with the average points score in mathematics and science well above the national average and well above the average for similar schools. In English the average points score is better than the national average and better than similar schools. Girls do better than boys in English and boys do better than girls in science. Boys and girls do equally well in mathematics.
3. In addition, data from the partner upper school for 1999 indicates that at the end of Key Stage 3 the percentage of pupils from Ralph Sadleir school who achieve the threshold Level 5 or above in English, maths and science is very high compared with the national average.
4. During the inspection the work seen in lessons and in pupils' books reflects the test data. In Key Stage 2 and Key Stage 3 average and lower attaining pupils are achieving above what could be expected. Higher attainers do better than expected in lessons where teaching takes account of their achievements and ensures that the work matches their potential. Pupils with special educational needs do at least as well as expected. The achievements in lessons reflects the very good progress made by pupils from when they enter the school in Year 5 to when they leave at the end of Year 8 and confirmed by the end of Key Stage 3 results in the partner upper school.
5. Over the last four years results in tests at the end of Key Stage 2 have improved in line with the improvements in results nationally. There has been a substantial improvement since the previous inspection in the results in maths and science, despite a dip in both of these in 1998. Improvements in 1999 from 1998 are quite outstanding in mathematics and science. English results did not dip quite as much as mathematics and science in 1998 but continued to dip slightly again in 1999.
6. These high standards are a result of very good teaching generally throughout the school. Some examples of outstanding teaching were seen that captivated and sustained high levels of interest and commitment and that led to very good standards of work. In a Year 6 science lesson a well set-up investigation of friction had pupils fascinated by their

² The National Curriculum has been written on the basis that pupils, by the end of Key Stage 2, are expected to reach Level 4. If a pupil is attaining Level 5 or 6 then he or she is reaching standards above that expected for a pupil of his or her age.

findings, discussing measurements, using mathematical terminology easily and analysing results in relation to what they already knew about forces and friction. In a Year 8 English lesson a group of average and lower ability pupils were asked to act out the role of Fagin in Oliver Twist and through this activity began to really understand the subtlety of characterisation. In a Year 8 history lesson pupils were spellbound by an enthusiastic and lively question and answer session to check out their knowledge and understanding of the Civil War.

7. Teachers have very good relationships with their pupils that foster an open, encouraging and supportive climate for learning. These good relationships are based on teachers' high regard for their pupils and their total commitment to them achieving their best. In a Year 6 mathematics lesson pupils talked about how much they enjoyed the subject and particularly the way they worked with their teacher. All teachers have a good level of subject knowledge appropriate for the age range they teach that is clearly evident in the confident way they plan and teach their lessons. All teachers understand the need to teach and to re-enforce literacy and numeracy skills and take due account of this in their planning. As a result pupils are acquiring a good level of technical language associated with subjects and understand the use of these skills in every day life. A good example of this was seen in science where pupils were asked to write a health brochure. They were required to be analytical and to present reasoned arguments for the importance of maintaining a healthy heart.
8. Pupils come to lessons with purposeful attitudes and ready to learn. Teachers capitalise on this by setting a crisp pace, using interesting subject material and having high expectations. The result is that pupils consistently work productively and produce work of a high standard. Teachers know their pupils well and generally plan to meet the needs of individual pupils, particularly those with special education needs. There are very good working relationships between teachers and learning support staff that enable pupils with special educational needs to benefit from being fully integrated into all lessons. Pupils with special educational needs make very good progress in mathematics because the scheme of work takes particular account of their needs and help is given to individuals or groups who might find particular aspects of the work difficult. In a Year 5 mathematics lesson the teacher asked pupils who were not sure about their work to come together in one part of the room and she skilfully went over the work again, using additional practical resources to explain further the concept of equivalent fractions.

The leadership of the headteacher and the governing body has secured improvement in standards and the introduction of a number of curriculum and management initiatives

- 9 The school is very well led by the governors and the headteacher, supported by a strong team of heads of year and subject co-ordinators. Changes and improvements have been skilfully managed at a pace that has secured the commitment of all staff. There is a very positive and purposeful atmosphere in the school founded on very good relationships between all members of the school community. The support staff including office staff, lunch-time staff and the caretaker make a significant contribution to the work of the school, setting and achieving high standards in their work and good relationship with staff and pupils.
- 10 The school has a very good reputation and had a very successful OFSTED inspection in 1996. The governors and the headteacher recognise that even a very good school can improve but that in making changes they should sustain what is good. The governing body is very committed, enthusiastic and well organised and fulfils its statutory responsibilities. The governors take a very active role in holding the school to account for its work. They are particularly keen to see a far greater use of data and are asking

themselves and the school to question whether the school is doing as well as it could. Working closely with the headteacher they are committed to raising standards through target setting and analysing progress through National Curriculum levels. Good links have been established with subject co-ordinators in order to become more informed about practice. The headteacher provides clear and effective leadership that he and the governing body exercise sensitively and carefully. This has slowly but steadily secured improvements in provision with the agreement and commitment of all staff.

- 11 Development planning is thorough and governors know how spending decisions can impact on standards. They have put in additional funding for staffing to support pupils with special educational needs and to reduce group sizes for literacy and numeracy in Key Stage 2. The allocation of resources to achieve priorities is well managed.
- 12 All staff, particularly year co-ordinators and subject leaders in their respective roles, pursue high standards of attainment and behaviour. There is effective curriculum leadership in all subjects, particularly in the core subjects and Years 5 and 6. The arrangements for pupils with special educational needs are good, they are well managed and resources are used well. There is a very positive and caring ethos in the school with staff providing very good role models in their relationships with pupils.
- 13 As the school extends its work on collecting, analysing and using data it is recognising that data can not only be used to set targets but to inform curriculum planning and teaching. There is very good practice in English, mathematics and science of analysing the answers that pupils have given in their tests at the end of Key Stage 2 and Key Stage 3. This is carried out jointly with partner feeder and partner upper schools to identify where the emphasis needs to be re-focused in teaching.
- 14 The governors and the headteacher have slowly but effectively secured improvement in a number of areas. The best primary practice of pupils working with their class teacher exists alongside the best secondary provision with increased use of specialist teachers. The school provides good value for money.

The excellent attitudes, relationships and behaviour provide for a very purposeful learning atmosphere in the school

- 15 Pupils are very well motivated and willing learners. In the vast majority of lessons pupils consistently work hard with a high level of concentration and commitment to their work. They are very co-operative, move quietly and effectively from task to task and take great care and pride over presentation. In a Year 7 music lesson where they were composing music in pairs they organised themselves quickly, quietly and willingly. In all lessons pupils make the best use of time available whether they are working as a class, in groups or individually. In the Year 6 science lesson on friction pupils conducted their investigation around the school looking at the resistance of floor surfaces. They required minimal supervision because of their very sensible and mature approach. In English and modern foreign languages pupils want to learn, know what they need to do and settle quickly and quietly to work. Year 6 pupils were wonderfully positive in a number of lessons, particularly in science, design and technology and when using computers. They persevered with problems that they encountered and were willing to correct mistakes and to make suggestions for improving the quality of their work. In all lessons pupils were enthusiastic to answer questions and were happy to ask questions if they did not understand. Pupils have excellent relationships with staff and each other and very positive attitudes to school. This approach to their work means that teachers can make the maximum use of the time available for teaching and that everyone can get on with their learning.

- 16 Behaviour in lessons and around school is excellent and it was a real pleasure to eat with the pupils at lunchtime in a dining room that was calm and orderly. Pupils in and around the school are polite and helpful to staff, each other and visitors and talk about how much they enjoy school. They feel valued and feel that their views and opinions are listened to and respected.
- 17 Pupils are willing and confident contributors to assemblies and as an audience they listen well and show respect. Many in Year 8 take on additional responsibilities as House Captains and monitors and make a substantial contribution to creating a very positive ethos and making the school a place that it was a privilege to inspect.

The rich curriculum including the outstanding range of opportunities outside the classroom contributes significantly to the enthusiasm pupils have for school and learning

- 18 The curriculum is very good overall with very good provision in English, mathematics and science. The provision for pupils with special educational needs is good. There are strong and effective strategies for teaching and developing the skills of literacy and numeracy across the curriculum. There is an outstanding range of extra-curricular opportunities and educational trips which benefit many pupils and which both parents and pupils appreciate. Of particular note is the range of and the high standards in extra curricular activities in music and physical education which are quite outstanding for a small middle school. There are very good links with partner first schools and the partner upper school that ensure effective continuity and progression for pupils' learning, particularly pupils with special educational needs. There is particular good practice where core subject leaders in both partner first and partner upper schools jointly identify areas of weaker performance in Key Stage 2 and Key Stage 3 tests and teachers in all phases adjust their curriculum plans to ensure more effective teaching of those elements.
- 19 Opportunities for pupils to use information and communication technology across the curriculum have improved. Teachers' planning for developing and using information and communication technology is now good and ways of assessing pupils' skills in this area have been identified.
- 20 It is not an easy task to organise teaching in Key Stage 2 on the basis of a primary approach and in Key Stage 3 on the basis of a secondary approach with only a small number of staff. Very good timetabling enables the best possible arrangement and ensures that pupils benefit from an approach that best meets their needs.
- 21 Pupils are given opportunities to take responsibility and to show initiative, especially in investigative work in lessons and during their lunchtimes when a number of activities are offered. Pupils' moral development is well supported by high expectations of behaviour and the school's commitment to developing a sense of community. All staff provide very good role models for their pupils.
- 22 All pupils spoke very positively about school and Year 8 pupils particularly were fulsome in their praise. Pupils enjoy coming to school for what it provides both in lessons but also at lunch-time and after school. As a result they want to come to school and want to take advantage of all the opportunities offered.

WHAT COULD BE IMPROVED

The use of assessment to inform teaching is not consistently applied and therefore the most able pupils are not always given sufficient opportunities to work at the highest levels

- 23 There is good practice in marking and assessing pupils' work and an increase in the use of National Curriculum levels to report to parents. However, information from assessment is not always used to plan lessons, particularly to meet the needs of the more able and gifted and talented pupils.
- 24 Teachers mark pupils' work regularly and many give good verbal feedback to pupils on what they need to do to improve, but record this in their mark books. This does not provide pupils or parents with a written record of what needs to be done to improve that pupils can refer back to when they do their next piece of work. Over 20 per cent of parents said that they felt that they were not well informed of pupils' progress and the lack of detailed written feedback in pupils' books contributes to this. Overall teachers do not make maximum use of the information they glean from marking pupils work to keep parents informed.
- 25 The school has established very good systems for measuring the progress that pupils make from the time they join the school to the time they leave. It has information on pupils from their partner feeder schools, assesses pupils annually and compares them against their previous National Curriculum levels. It maintains this information on a spreadsheet and uses it to check that pupils are making progress in line with what might be expected. It does not use this information to set targets for individual pupils in all of the core subjects. It also uses information from the local education authority to see how much progress pupils make from Key Stage 1 in their first school to the end of Key Stage 2 in their middle school. The school has value added data so that it can compare its performance with other Hertfordshire schools but is not using this data to target those pupils who are not doing as well as they might.
- 26 Pupils of all abilities make good progress in lessons and overall but there are a few lower ability pupils and a few higher ability pupils that do not do as well as expected. Information on pupils' levels of attainment is used to plan schemes of work but pupils' achievements in lessons are not always taken into account when planning the subsequent lesson. Higher ability pupils' quest for further knowledge and understanding places staff under constant pressure to review and assess their needs, often within a single lesson, such is the pace of their learning. Teachers do not always take sufficient account of this in their individual lesson planning.
- 27 There is a good range of data to show that pupils do make progress through the National Curriculum levels. However, comparing individual pupil's results against results of the rest of the year group does not provide information on progress against the pupil's previous best and any individual targets set. This supports the views of some parents who think that they do not have sufficient information about how their children are progressing.

Developments in the use of information and communications technology are hindered by the current lack of co-ordination in the subject and teachers cannot easily take full advantage of the planned opportunities

- 28 Planning for the development of skills in and the use of information and communication technology is now good, having improved since the previous inspection. The school also knows how the different aspects of information and communications technology will be

assessed. All subjects have identified the contribution that they can make both to teaching and using information and communication technology and to the assessment. Although the school is aware of the need to ensure more consistent use in lessons, progress is limited by the lack of expertise to get computers up and running. Developments and implementation of the plans have recently slowed down due to the change over of equipment and the absence of an experienced co-ordinator and technician. Computers are not located so that it is easy for teachers to use them in lessons. Good use of computers was seen in music, science and mathematics.

- 29 With the increased access to computers in the home the school, without this expertise, is not able to exploit the full potential of information and communications technology to support and extend the learning of pupils. Whilst standards in other subjects are above or well above what is expected nationally, in information and communication technology they are in line with the national expectation.

The roles and responsibilities of senior and middle managers for monitoring and evaluation are not clear and therefore the systematic monitoring and evaluation of the curriculum , teaching and learning does not occur

- 30 Monitoring of the curriculum and teaching and learning is at an early stage of development and there is a lack of clarity about who apart from the headteacher is responsible for monitoring, particularly in Key Stage 2. In Key Stage 3 heads of year fulfil a mainly pastoral role, working with tutors to support pupils' academic and personal development. Subject leaders are clearly responsible for the quality of the curriculum and teaching and learning in their subject. In Key Stage 2 the expertise of subject leaders is recognised and they act in an advisory role to heads of year and their teams who are responsible for the curriculum and teaching and learning within their years. This system works well and enables the school to provide the best primary and secondary practice. However, what is unclear is who is responsible for monitoring and improving provision, particularly teaching and more importantly how should this responsibility be exercised in Key Stage 2. More systematic monitoring would support continued improvements in teaching with the aim being to increase the percentage of very good or excellent lessons.
- 31 There is strong leadership in all subjects and in year teams but as yet subject leaders do not collectively exercise a role in curriculum planning. There is also a lack of clarity about how senior and middle managers might take responsibility for some whole school developments such as data analysis, target setting and monitoring and evaluation.

The provision for pupils' social development does not extend to enable them to develop skills of citizenship within a democratic and multicultural society

- 32 Pupils, particularly in Year 8, are given many opportunities to take on responsibilities and to serve the school community. However, teachers manage many of these opportunities and therefore they are not used as well as they might be to promote pupils' social, moral and cultural development. House captains are appointed rather than elected and staff organise aspects of school life that pupils would benefit from doing.
- 33 Although pupils' views are listened to they do not have a process whereby they can be consulted or can formally put forward their suggestions. There is no school council which prevents pupils, particularly lower down the school, taking real responsibility within the school community and developing their understanding of democracy in action.
- 34 Whilst there is very good provision for pupils cultural development it is predominantly associated with British or European culture. Apart from religious education and personal

and social education the provision for cultural development does not take sufficient account of the need to prepare pupils to live in our multi-cultural society through cultural awareness and appreciation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Use the assessment information available on pupils to ensure that the most able pupils are always given opportunities to work at the highest levels.
- (2) Improve the management of information and communications technology and ensure that computers are readily available so that teachers can implement their plans.
- (3) Develop the roles and responsibilities of senior and middle managers for whole school matters and monitoring and evaluation of the curriculum and teaching and learning.
- (4) Capitalise on the excellent behaviour and attitudes of pupils to give them opportunities to influence their lives in the school and to exercise skills of citizenship.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
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
6.5	32.3	54.7	6.5	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	Y5 – Y8
Number of pupils on the school's roll	334
Number of full-time pupils eligible for free school meals	27
Special educational needs	Y5 – Y8
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	67
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.8
National comparative data	6.0

Unauthorised absence

	%
School data	0.0
National comparative data	0.4

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	46	40	86

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	40	43
	Girls	36	35	37
	Total	72	75	80
Percentage of pupils at NC level 4 or above	School	84 (82)	87 (69)	93 (80)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	35	35
	Girls	33	35	35
	Total	64	70	70
Percentage of pupils at NC level 4 or above	School	74 (80)	81 (75)	81 (80)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	333
Any other minority ethnic group	0

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, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y5 – Y8

Total number of qualified teachers (FTE)	15.8
Number of pupils per qualified teacher	21.27

FTE means full-time equivalent.

Education support staff: Y5 – Y8

Total number of education support staff	10
Total aggregate hours worked per week	122

Deployment of teachers: Y5 – Y8

Percentage of time teachers spend in contact with classes	82
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Average teaching group size: Y5 – Y8

Key Stage 2	23.7
Key Stage 3	23.6

Financial information

Financial year	1998/1999
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	£
Total income	665,540
Total expenditure	647,173
Expenditure per pupil	1,926
Balance brought forward from previous year	49,543
Balance carried forward to next year	67,910

Results of the survey of parents and carers

Questionnaire return rate 59.3%

Number of questionnaires sent out	334
Number of questionnaires returned	198

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	43	8	2	1
My child is making good progress in school.	39	51	5	3	2
Behaviour in the school is good.	41	52	4	2	1
My child gets the right amount of work to do at home.	29	50	17	3	1
The teaching is good.	41	54	2	1	2
I am kept well informed about how my child is getting on.	29	47	19	4	1
I would feel comfortable about approaching the school with questions or a problem.	51	41	6	1	1
The school expects my child to work hard and achieve his or her best.	57	39	2	1	1
The school works closely with parents.	24	56	15	3	2
The school is well led and managed.	52	45	1	1	1
The school is helping my child become mature and responsible.	43	53	4	0	0
The school provides an interesting range of activities outside lessons.	40	49	7	2	2