

# **INSPECTION REPORT**

## **BLEWBURY CE PRIMARY SCHOOL**

Blewbury, Didcot

LEA area: Oxfordshire

Unique reference number: 123167

Headteacher: Ms M Beeley

Reporting inspector: Mr C Parker  
11897

Dates of inspection: 8<sup>th</sup> and 9<sup>th</sup> February 2000

Inspection number: 187207

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed

School address:	Westbrook Street Blewbury Didcot Oxfordshire
-----------------	---

Postcode:	OX11 9QB
-----------	----------

Telephone number:	01235 850411
-------------------	--------------

Fax number:	01235 851976
-------------	--------------

Appropriate authority:	Governing Body
------------------------	----------------

Name of chair of governors:	Dr M Marshall
-----------------------------	---------------

Date of previous inspection:	4 <sup>th</sup> – 7 <sup>th</sup> March 1996
------------------------------	--

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr C Parker	Registered inspector
Mrs C Murray-Watson	Lay inspector
Mrs M Powell	Team inspector

The inspection contractor was:

Hugh Protherough  
PO Box 396  
Banbury  
Oxfordshire  
OX15 5XJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
 <b>WHAT THE SCHOOL DOES WELL</b>	 <b>10</b>
Standards in mathematics have improved in recent years and are consistently good.	
The quality of the pupils' work in art is of a high standard.	
The headteacher has made an accurate assessment of the school's strengths and weaknesses and with the governing body put into place a clear plan to bring about further improvement.	
The school provides a very good range of additional activities that enhance and extend the curriculum.	
The provision of an additional teacher to work with pupils in Key Stage 2 has a positive impact on the good standards achieved.	
 <b>WHAT COULD BE IMPROVED</b>	 <b>13</b>
Standards in writing at the end of Key Stage 1 are not as high as they should be.	
Behaviour, whilst satisfactory overall, is not consistently good. The pupils are too noisy in some lessons.	
 <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	 <b>14</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	 <b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is voluntary controlled and takes pupils from four to eleven years of age. It serves the village of Blewbury, in which it is located, although a significant minority of the pupils travel from other nearby villages and the town of Didcot. The school is smaller than average with 147 pupils on roll. The pupils come from supportive homes, and fewer than average have free school meals.

The attainment of pupils when they start school fluctuates from year to year, but is generally above average. However, the current intake of pupils has a high proportion with special educational needs. Throughout the school, the proportion of pupils on the special needs register is similar to the national average. There are no pupils from other ethnic groups and all of the pupils speak English as their first language.

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

The school has many strengths, and the headteacher, teaching team and governors are committed to making further improvements. The school provides a good education for its pupils through a very broad curriculum. Standards are above average by the end of Key Stage 2. The teaching is satisfactory in Key Stage 1 and consistently good in Key Stage 2. The school is well led and managed. Overall, the school provides good value for money.

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

- Standards in mathematics have improved in recent years and are consistently good.
- The quality of the pupils' work in art is of a high standard.
- The headteacher has made an accurate assessment of the school's strengths and weaknesses and with the governing body put into place a clear plan to bring about further improvement.
- The school provides a very good range of additional activities that enhance and extend the curriculum.
- The provision of an additional teacher to work with pupils in Key Stage 2 has a positive impact on the good standards achieved.

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

- Standards in writing at the end of Key Stage 1 are not as high as they should be.
- Behaviour, whilst satisfactory overall, is not consistently good. The pupils are too noisy in some lessons.

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

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

Since the school was last inspected in March 1996, there have been significant changes to the teaching staff. Nevertheless, the school has successfully addressed many of the issues raised in the last inspection report. The new headteacher has introduced a very good process of school development planning that provides an effective structure for future improvement. The use of assessment data now forms an important part of the school's self-evaluation. The teachers set out clearly what they want the children to learn. Consequently, in most lessons the pace of learning is good and the pupils are effectively challenged. The annual written reports to parents have improved, but lack clear information about the level at which individual pupils are working and the progress that they are making.

The school is well placed to bring about further improvements.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	B	A	B	well above average above A average B average C below average D well below average E
mathematics	D	A	A	A	
science	C	A	B	C	

The results of national tests for both seven and eleven year olds in mathematics show that standards have improved over the last few years and are now consistently better than the national average. The results achieved by eleven-year-olds are well above the average for similar schools. The inspection findings indicate that the better than average standards are being maintained.

The results of the tests in English show standards to be well above the national average for eleven-year-olds but similar to the national average for seven-year-olds. However, the results for writing at the end of Key Stage 1 are well below average when compared with similar schools. Inspection of the pupil's work confirms that standards in writing at the end of Key Stage 1 are not as good as they should be.

With the exception of English at the end of Key Stage 1, the results of the national tests show improvement over the last three years. The school sets appropriately challenging targets, which it met in 1999. The targets for 2000 are slightly lower because there are more pupils on the special needs register in the current Year 6 cohort. However, the targets are still challenging and the school is working hard to boost standards.

The quality of the pupils' work in art improves as they move through the school so that by the end of Key Stage 2 it is of a high standard.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have positive attitudes to school. Most show interest in their lessons and the many additional opportunities provided for them.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall, but is not as good as it should be. In some lessons the pupils are too noisy. The pupils with behavioural difficulties are generally appropriately managed. A small number of the youngest pupils occasionally present challenging behaviour and unsettle other pupils.
Personal development and relationships	Satisfactory. Most pupils act responsibly and consider the feelings of others, but a few lack self discipline.
Attendance	Above average.

Whilst behaviour is satisfactory overall, it is not as good as could be expected in a school of this type. Most of the pupils listen carefully to the teachers and signal their wish to answer questions by raising their hand. A few pupils, however, have to be consistently reminded of this convention. When the pupils are set to work on tasks and activities the noise in some classes rises beyond that expected in normal classroom activity. The

teachers are always able to control the situation, but in some lessons this proves to be temporary and the noise rises again. These fluctuations in noise levels are a characteristic of some of the classes.

## TEACHING AND LEARNING

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

In the lessons seen, the teaching of English and mathematics was always at least satisfactory and often good. At the end of Key Stage 2, some of the teaching is very good because the lessons are very purposeful, have a good pace of learning and high levels of well managed pupil involvement. The teachers give high priority to the teaching of literacy and numeracy skills. However, in Key Stage 1 the planning for the teaching of writing is not precise enough and the marking of the pupils' work is not sufficiently analytical to clearly inform the next stage of learning. As a result, fewer pupils than could be expected reach the higher levels of attainment.

In other respects the planning for lessons is good and the teachers set out clearly what they expect the children to learn. In many lessons, there is a good degree of challenge and much is achieved although in some instances noise levels are allowed to rise too far before they are checked. The set tasks are carefully modified for different ability groups and the programme of support in Key Stage 2 is effective. The teachers question the pupils well and involve them in interesting activities. At the end of the lessons, the teachers 'pull together' what has been learned, but on some occasions miss the opportunity to check that the pupils have achieved what was expected of them.

Almost all of the lessons seen were satisfactory. Six out of ten lessons were good or better, with two out of ten of those lessons being very good. There was one instance of unsatisfactory teaching. This occurred because of inadequate strategies and interventions to deal with a small group of younger pupils with emotional and behavioural difficulties. It restricted not only their learning, but also that of other pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school gives appropriate prominence to the teaching of literacy and numeracy and provides a broad curriculum with many additional learning opportunities for the pupils.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is well managed, and as a result most progress well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for cultural development is particularly strong. The school provides its pupils with a range of opportunities that aids their spiritual and social development and considerably broadens their cultural awareness.
How well the school cares for its pupils	The school has satisfactory procedures for child protection and ensuring the pupils' welfare.

The school provides a very good range of additional activities, including many visits to places of interest and visitors to the school, which enhance and extend the curriculum. The school's curriculum meets the requirements of the National Curriculum and gives appropriate time to the teaching of literacy and numeracy. There have been recent, impressive developments in the use of information technology across the curriculum. In many respects, the school effectively supports and encourages the pupils with special educational needs, but currently the training needs of the teachers and support assistants for dealing with pupils with behavioural



difficulties are not being fully met. Consequently, the management of these pupils is not always effective.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher gives clear educational direction and is driving forward a very positive programme of improvement. The subject co-ordinators are playing an increasingly effective role.
How well the governors fulfil their responsibilities	The governors are working closely with the headteacher and are increasingly probing in their evaluation of the school's performance.
The school's evaluation of its performance	The monitoring of the teaching and the standards achieved by the pupils is good. The resulting information is used effectively to plan for improvement.
The strategic use of resources	The school makes effective use of the resources it has at its disposal. The funding of a teacher to provide clearly targeted support for different ability groups in Key Stage 2 is of significant benefit.

The headteacher evaluates the school's performance, and as a result has a clear overview of its strengths and weaknesses. The monitoring of the teaching and the analysis of results of both statutory and optional national tests provides the headteacher and governors with good information, which they use effectively. This information forms a central pillar of the self-evaluations procedures used by the school. The governing body is now applying the principles of best value to its decisions. For example, they considered them in relation to the effectiveness of the support teacher in Key Stage 2.

## 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>the improvements in national test results;</li> <li>the good teaching;</li> <li>the good progress made by the pupils;</li> <li>the good curriculum information;</li> <li>the teachers are very approachable.</li> </ul>	<ul style="list-style-type: none"> <li>the behaviour of the pupils;</li> <li>the work pupils are given to do at home;</li> <li>the clarity of annual written reports;</li> <li>the range of activities outside lessons;</li> <li>the leadership and management of the school.</li> </ul>

The inspectors agree that standards have risen and national test results have improved. The good teaching results in good progress particularly as the pupils move through Key Stage 2. Whilst the inspectors judge the behaviour to be satisfactory overall, it is not consistently good and in some lessons the pupils are too noisy. The school's homework arrangements follow the national guidance. The annual written reports have improved, but do not give parents sufficiently clear information about the level at which individual pupils are working and the progress that is being made. The inspectors found the school to be providing a very wide range of interesting additional activities. The leadership and management of the school are efficient and effective and there is a clear commitment to further improvement.

## **PART B: COMMENTARY**

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

**Standards in mathematics have improved in recent years and are consistently better than average.**

1. Over the last three years, the school has given priority to improving both the provision for and the standards in mathematics. Under the curriculum leadership of the headteacher, a broader range of strategies and resources has been introduced. The resulting improvements have had a significant impact on the results of national tests for eleven-year-olds. In 1997 the results were below the national average, but by 1999 they had risen to well above the national average and well above the average achieved by similar schools. A significant feature of these results was the high proportion of pupils that achieved higher levels in the 1999 test. The inspection findings indicate that standards are being maintained although the proportion working at higher levels is not quite as high this year.
2. The teaching of mathematics in Key Stage 2 is well planned and the lessons have a clear structure. Tasks are carefully modified for different ability groups. For example, in Year 4 the pupils were keeping a running total of spending on items they had selected from catalogues. The amounts they were working with were set by the teacher to provide an appropriate level of challenge for each ability group. In Years 5 and 6, the teacher provided a very rapid mental arithmetic session that set the pace for the entire lesson. The pupils were challenged to extend their knowledge of reflection and rotational symmetry through a number of interesting tasks. The lower attaining pupils in Year 6 worked with the Key Stage 2 support teacher to boost their basic number skills. Whilst some are not secure in, for example, subtraction others respond very positively to the teacher's question, 'What will happen if I take a larger number from a smaller number?' One child instantly replied, 'You'll get a negative number.' During the 'booster' session, this group of pupils made good advances in their learning.
3. A good proportion of the pupils achieved higher levels in the tests for seven-year-olds in 1999 although the overall results fell slightly on the previous year. However, the general trend shows that the pupils are achieving standards that are consistently better than the national average and the inspection findings confirm that this is being maintained. Analysis of teacher assessment records shows attainment to be strong in number but weak in the use and application mathematics. This is an area that is currently being addressed through the school development plan. In the lessons seen by the inspectors, there was a strong element of practical application indicating that assessment information is being used effectively to bring about improvement. For example, the pupils in Year 2 were making estimations about weight, using different approaches and extending their mathematical vocabulary by expressing their estimations as "lighter than" or "heavier than". The more able pupils were working with standard units and beginning to discuss real life applications. Mathematical activities and the development of numeracy skills are well planned and the lessons are well structured.

**The quality of the pupils' work in art is of a high standard.**

4. The quality of the pupils' work in art is of a high standard by the time they reach the end of Key Stage 2. The pupils develop their skills and techniques to good effect through a range of activities. The youngest children are provided with opportunities to use different media. In one lesson, for instance, they mixed colours successfully, handled brushes confidently and produced paintings of trains as part of their work on travel. Older pupils in Key Stage 1

working on the same theme used collage as an alternative medium.

5. In Key Stage 2, the pupils were being introduced to the work of Michelangelo to help them to develop their own skills and techniques in representing the human form. In Year 3, they looked closely at how Michelangelo created pictures of hands and then attempted to draw their own hand. Although they found this difficult to begin with, many made good progress during the lesson because good interventions by the teacher helped them to improve their initial efforts. In Year 4, the pupils used charcoal and pastel to try to draw larger areas of the body. In both lessons, the teachers used very good large posters to illustrate their teaching points. They also used the Web Art Gallery to give the pupils the opportunity to see the extent of Michelangelo's work in the Sistine Chapel. This is part of series of lessons about Renaissance artists, and follows on from study of the work of Leonardo da Vinci.
6. The range of work on display is impressive. There are examples of art work based on other cultures and traditions such as African, Aboriginal, Japanese and Greek art. In addition, there are good examples of still life drawings of fruit and paintings of sunflowers that make effective use of colour.
7. The oldest pupils have worked with an artist in residence and produced very high quality watercolour paintings that show good use of colour, tone and texture. They clearly show the benefit of such activities. The pupils have recently completed a very effective millennium tapestry. Information technology, through the use of image processing and digital photography, is playing an increasing role in the art curriculum.
8. The school's commitment to art is also reflected in its links with local artists, and last year the school became an art gallery for a weekend.

**The headteacher has made an accurate assessment of the school's strengths and weaknesses and with the governing body put into place plans to bring about further improvement.**

9. The headteacher evaluates the school's performance and as a result has a clear overview of its strengths and weaknesses. The monitoring of the teaching and the analysis of results of both statutory and optional national tests provides the headteacher and governors with good information, which they use effectively. This information forms a central pillar of the self-evaluation procedures used by the school. A range of monitoring activities including checking the teachers' planning, observing lessons, checking the standard of the pupils' work and the effectiveness of marking also contributes to self evaluation. The school has a programme of monitoring activities, in all subjects, which is planned to continue for the next two years.
10. The headteacher has identified areas for improvement and action plans are clearly set out within the school development plan. The first area tackled by the headteacher following her appointment was mathematics. As a result, the teaching of mathematics has been successfully improved; consequently, the results of national tests improved and are being maintained at a high level. The current school development plan sets the improvement of literacy standards at Key Stage 1 as a priority.
11. The role of the subject co-ordinators has improved and now they are fully involved in managing the curriculum. For example, the information technology co-ordinator has successfully established a system whereby the hardware is working reliably and is well maintained. By monitoring the teachers' planning, examining the pupils' work and observing the use of information technology in lessons the co-ordinator has been able to put together a comprehensive report of the current situation for the governing body and to bring about

considerable improvement in a short time. Through the collaborative management of the headteacher, co-ordinator and governors the school has addressed an area of weakness and made significant progress. This illustrates the school's commitment and ability to bring about improvement.

**The school provides a very good range of additional activities that enhance and extend the curriculum.**

12. The school provides a very good range of additional activities that enhance and extend the curriculum. The school's curriculum meets the requirements of the National Curriculum and gives an appropriate time to the teaching of literacy and numeracy. Recently, there have been impressive developments in the use of information technology across the curriculum, and the equipment is also being used very effectively to develop international links through email. For example, in a geography lesson the use of the Internet and email provided the pupils with very good information about the weather in Greece, which they used very effectively in their study of weather and climate. The school's international links are growing and recent European visitors added a further dimension to the work of a Japanese assistant whose influence in broadening the cultural awareness of the pupils is evident in, for example, their art work. Visitors from the Health Projects Abroad provided the pupils with an insight into the importance of "Water Aid" to a Tanzanian village.
13. The pupils benefit from a wide range of activities which extends their learning in many subjects. They make visits to many sites and places of interest. For example, the older pupils have recently had opportunities to enhance their mathematical skills through 'Magic Maths' activities at the Rutherford laboratories. Other pupils have visited the Museum of Rural Life and participated in the Victorian Experience to support their work in history. All Key Stage 2 pupils have opportunities to participate in residential visits to, for example, Derbyshire. The pupils also have opportunities to visit the theatre, for instance, to see the English National Ballet. A dance consultant also ran a workshop in the school. The work the pupils do during and after these visits is clearly beneficial in extending and improving their knowledge and skills.
14. Competitive sporting activities such as netball and football take place after school, and on Saturday mornings. They are complemented by involvement in sports development activities, such as those offered by the Rugby Union. The choir and orchestra meet and practice at lunchtimes. The school involves a large proportion of its pupils in performances, such as the recent successful production of JC 2000.
15. The pupils are also guided and encouraged to enter competitions that are beneficial to their learning and to the community, such as the environmental awards. In 1998, the school was very successful with its entry into the Daily Telegraph school newspaper competition when "The Blewbury Arrow" won the first prize of £1000 and a computer.
16. Taken overall the school provides a much wider range of activities than often found in primary schools and these add considerably to its curriculum.

**The provision of an additional teacher to work with pupils in Key Stage 2 has a positive impact on the good standards achieved.**

17. The school is faced with the difficulty of different and fluctuating numbers of pupils in each year group and insufficient funds to employ an additional full time teacher to allow the smaller cohorts to be taught separately. Consequently, all of the pupils in Key Stage 2 are taught in mixed age classes. In order to ensure the pupils of all abilities make good progress, the governors have appointed a part time support teacher for these classes.
18. This teacher works closely with the other teachers in Key Stage 2 to plan lessons. She usually takes groups of ten or twelve pupils and provides them with work carefully targeted at either the lower, average or higher levels. For example, the lower attaining pupils in Year 6 are being given additional focussed opportunities to strengthen their basic skills in mathematics. In science, the higher attaining pupils take their learning a stage further through more demanding activities that require them to present a report of an investigation into insulators in a more analytical and evaluative manner. After each session, the support teacher reports back to the class teacher with an assessment of the progress made.
19. The governing body is monitoring this strategy to ensure that it is a cost-effective way of providing good teaching to smaller groups in Key Stage 2. Whilst groups are working with the support teacher, the class teacher also has the opportunity to work a smaller number of pupils. On the basis of the lessons seen, this arrangement is working effectively.

**WHAT COULD BE IMPROVED**

**Standards in writing at the end of Key Stage 1 because they are not as high as they should be.**

20. The school's performance in national tests shows considerable and sustained improvement over the last three years except in English at the end of Key Stage 1. In 1998 the results of reading tests for seven-year-olds were well above average but they fell back to an average level in 1999. The results of the writing tests for these pupils have fluctuated much more markedly. They were very low in 1997, improved in 1998 and were similar to the national average in 1999. However, when compared to similar schools the results are well below average.
21. Inspection of the pupils' work in Key Stage 1 shows that standards are not as high as they should be. Although the pupils have had opportunities to develop their descriptive, imaginative and narrative writing the frequency of these opportunities is inadequate. The higher attaining pupils are making increasing use of punctuation, including speech marks, but others are not making the rapid progress that could be expected and that is evident in the pupils' work once they move into Key Stage 2. Whilst a minority of pupils produce good quality handwriting and spell with a good degree of accuracy many do not form letters with confidence and their spelling of many words is insecure.
22. Whilst all elements of the literacy strategy have been implemented and a good deal of time is given to the teaching of these skills, there is a lack of clarity and precision evident in the planning for the teaching of writing. Similarly the marking of the pupils' work, whilst supportive, is not sufficiently analytical to inform the planning for the next lesson and to help the pupils to make improvements.

**Behaviour, whilst satisfactory overall, is not consistently good because the pupils are too noisy in some lessons.**

23. Whilst behaviour is satisfactory overall it is not as good as could be expected in a school of this type. Most of the pupils listen carefully to the teachers and signal their wish to answer questions by raising their hand. A few pupils, however, have to be consistently reminded of this convention. When the pupils, in both key stages, are set to work on tasks and activities, the noise in some classes rises beyond that expected in normal classroom activity. The teachers are always able to control the situation and re-establish a more appropriate climate for concentration and application. However, in some lessons this proves to be temporary and the noise rises again. These fluctuations in noise levels are a characteristic of some of the classes. However, this is not the case for the oldest pupils where there is a much clearer expectation of the need to work quietly. In many lessons in the rest of the school expectations are not high enough and, therefore, the teachers do not consistently establish a calm, quiet working environment in which all pupils can concentrate fully on their work. At the present time it is evident that there is no whole school approach to establishing a quiet, working 'buzz'. However, the teachers are aware of this issue and have discussed the situation at recent staff meetings.
24. A small number of the youngest pupils have emotional and behavioural difficulties and occasionally they present the teachers and support assistants with challenging behaviour. For the most part these pupils are well managed but on occasions the strategies and interventions used are not effective enough to prevent their behaviour unsettling the rest of the class. Although these occurrences are infrequent the school must ensure that the teachers and support assistants are fully trained to meet the special needs of these pupils so that their behaviour does not unsettle the other pupils.

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

25. In order to bring about further improvements the headteacher, teachers and governors should take steps to:
- i) increase the proportion of pupils attaining higher levels in writing at the end of Key Stage 1 by:
    - planning more writing activities with clearly focused opportunities for the pupils to build on their previous learning;
    - improving the marking of their work so that the pupils know what they need to do to progress.
  - ii) improve the pupils' behaviour by:
    - establishing a whole school approach to managing noise levels during lessons;
    - providing further training for the teachers and support assistants working with pupils with emotional and behavioural difficulties.

*The current school development plan identifies the need to raise standards in the pupils' writing at the end of Key Stage 1.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	11

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	21	43	29	7		

*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**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	153
Number of full-time pupils eligible for free school meals	8

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

### *Attendance*

#### **Authorised absence**

	%
School data	4.9
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.2
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	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	12	13	13
	Total	24	26	27
Percentage of pupils at NC level 2 or above	School	83 (85)	90 (85)	87 (100)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	12	13	13
	Total	24	27	27
Percentage of pupils at NC level 2 or above	School	83 (85)	93 (100)	93 (90)
	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	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	7
	Girls	9	9	9
	Total	16	17	16
Percentage of pupils at NC level 4 or above	School	89 (65)	94 (65)	89 (82)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	7
	Girls	8	9	9
	Total	15	17	17
Percentage of pupils at NC level 4 or above	School	83 (76)	94 (76)	94 (82)
	National	68	69	75

*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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	147
Any other minority ethnic group	0

*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: YR – Y6**

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	24.5
Average class size	28.8

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

Total number of education support staff	5
Total aggregate hours worked per week	72

#### **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
--------------------------------	-----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
----------------	---------

	£
Total income	253 123
Total expenditure	235 836
Expenditure per pupil	1 627
Balance brought forward from previous year	-3 836
Balance carried forward to next year	13 451

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

### **Questionnaire return rate**

Number of questionnaires sent out	147
Number of questionnaires returned	64

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	26	59	13	2	0
My child is making good progress in school.	25	66	5	2	3
Behaviour in the school is good.	8	66	16	8	2
My child gets the right amount of work to do at home.	24	37	24	4	11
The teaching is good.	39	54	3	0	3
I am kept well informed about how my child is getting on.	26	45	23	3	3
I would feel comfortable about approaching the school with questions or a problem.	47	31	19	2	2
The school expects my child to work hard and achieve his or her best.	47	37	16	0	0
The school works closely with parents.	21	42	26	8	3
The school is well led and managed.	28	39	18	8	7
The school is helping my child become mature and responsible.	27	49	19	0	5
The school provides an interesting range of activities outside lessons.	39	31	23	3	3

### **Other issues raised by parents**

A small number of parents wrote to the registered inspector about very specific individual complaints. Whilst unable to comment on individual complaints inspectors were able to ascertain that formal complaints procedures were being correctly followed.