

# INSPECTION REPORT

## **MITCHELDEAN ENDOWED PRIMARY SCHOOL**

Mitcheldean

LEA area: Gloucestershire

Unique reference number: 115693

Headteacher: Mr J Naylor

Reporting inspector: Mrs M Gough  
22361

Dates of inspection: 12th - 14th June 2000

Inspection number: 187248

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Hawker Hill  
Mitcheldean  
Gloucestershire

Postcode: GL17 0BS

Telephone number: 01594 542240

Fax number: 01594 542240

Appropriate authority: The Governing Body

Name of Chair of Governors: Reverend R Sturman

Date of previous inspection: March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mr B Harrington	Lay inspector
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## **REPORT CONTENTS**

**Page**

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

**6**

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

### **PART B: COMMENTARY**

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

**10**

Pupils' attainment at the end of Key Stage 2 in English, mathematics and science is very impressive.

The school enables pupils of all ages and abilities to reach their full potential.

The quality of teaching is outstanding, and contributes significantly to pupils' progress and attainment.

Pupils of all ages and abilities are well behaved and highly motivated. They work hard, and are very enthusiastic.

The leadership and management of the school by the headteacher and Governing Body are excellent. There is a very clear sense of purpose and direction to the school's work.

#### **WHAT COULD BE IMPROVED**

**15**

Standards in information technology could be even better, and more use could be made of information technology to support pupils' learning across the curriculum.

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

**16**

### **PART C: SCHOOL DATA AND INDICATORS**

**17**

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the large village of Mitcheldean, in the Forest of Dean. It is a voluntary aided primary school which has strong links with the local church. The majority of pupils are drawn from the local area, and a small percentage come from further afield. There are 246 pupils on roll between the ages of 4 and 11. Almost all pupils are of white ethnicity, and none has English as an additional language. Five pupils are eligible for free school meals. In total, fifty one pupils are on the school's special educational needs register, including one pupil who has a statement. The percentage of pupils who have special educational needs is twenty per cent, which is about average. At the time of the inspection six pupils were under the age of five. Nearly all pupils come to school with some pre-school experience. Although their attainment on entry is just about average overall, the assessments carried out when pupils start school identify personal and social development, and language development as weaknesses for some pupils.

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

The school is extremely effective. Pupils attain very high standards by the end of Key Stage 2, in English, mathematics and science, and use their skills of numeracy and literacy very well across the curriculum. The quality of teaching is very good, and enables pupils of all ages and abilities to achieve their full potential. The leadership of the headteacher is excellent, and he is very well supported by an active and informed Governing Body, a hard-working and committed staff, and interested parents. The school gives very good value for money.

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

- Standards at the end of Key Stage 2 in English, mathematics and science are very impressive.
- The school enables pupils of all ages and abilities to reach their full potential.
- The quality of teaching is outstanding, and contributes significantly to pupils' progress and attainment.
- Pupils of all ages and abilities are well behaved and highly motivated. They work hard, and are very enthusiastic.
- The leadership and management of the school by the headteacher and Governing Body are excellent. There is a very clear sense of purpose and direction to the school's work.

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

- Standards in information technology could be even better, and more use could be made of information technology to support pupils' learning across the curriculum.

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

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

The last inspection was carried out just over four years ago, and the report was very favourable. Some minor areas for development were identified, all of which have been fully addressed. In addition to the improvement made by the school in relation to the areas identified in the previous report, very good progress has also been made in terms of raising standards, developing and implementing assessment procedures, and continuing to improve

the quality of teaching and learning. The rate of improvement has been very good, and the school is very well placed for future 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				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	A	A	very high A*
Mathematics	A	B	A	A	well above average A
Science	A*	A	A*	A	above average B
					average C
					below average D
					well below average E

The 1999 end of Key Stage 2 test results show that pupils' attainment is well above the national average in English, mathematics and very high in science, and that the pupils' performance in science places the school in the highest 5% of schools nationally. The table above shows that there has been a steady improvement over the last three years in the English results, and that the pupils' attainment in mathematics and science has been consistently above average. In comparison with similar schools, the pupils' performance is well above average. The school sets very precise targets, which are appropriately challenging, but realistic, and very accurate. The pupils' work seen during the inspection in English, mathematics and science is of a very high standard at the end of Key Stage 2. Pupils achieve very well in relation to their abilities and realise their full potential.

The 1999 end of Key Stage 1 test results show that pupils' attainment is in line with the national average in reading and writing, and that their attainment in mathematics is above the national average. In comparison with similar schools, the reading results are well below average, and the writing and mathematics results are below average. Whilst this picture might suggest that standards could be higher, the inspection findings indicate that this is not the case. Pupils come into school with a surprisingly wide range of abilities, and many have special educational needs, which are quickly identified and met. Pupils of all abilities are achieving their full potential, and are doing the best they can. The work seen during the inspection in English, mathematics and science is of a high standard, and the higher attaining pupils produce some very high quality work across the curriculum.

By the age of five, most pupils attain appropriate standards in each of the key areas of learning, and make good progress in developing early literacy and numeracy skills.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. Pupils enjoy their work and are enthusiastic and well motivated. They work hard and productively, and take pride in the presentation of their written work. Pupils of all ages and abilities have very good levels of concentration.
Behaviour, in and out of classrooms	Very good. Pupils are well behaved and polite. They get on well with one another, and co-operate well in lessons. Playtimes are happy social occasions.
Personal development and relationships	Adults in the school provide excellent role models, and there are high levels of mutual respect between pupils and their teachers. Relationships are excellent and contribute significantly to the quality of life in the school.

Attendance	Attendance is close to the national average and is satisfactory.
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## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
24 lessons seen overall	very good	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.*

The quality of teaching is outstanding and has a very positive impact on pupils' progress and attainment. During the inspection, teaching was excellent in 25% of the lessons seen, very good in 38%, and good in almost all of the remainder. Basic skills of literacy and numeracy are taught particularly effectively in all classes, although not enough use is made of information technology to support pupils' learning. Teachers are very successful in meeting the needs of individual pupils, giving support to those who have difficulty with aspects of their learning, and challenging the higher attaining pupils to do even better. Lessons are always exciting, well prepared, and clearly focused. Pupils know exactly what is expected of them, and respond well to their teachers' enthusiasm. They are confident learners who are very independent, and keen to do their best.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and well balanced curriculum for pupils of all ages, and places appropriate emphasis on developing the key skills of literacy and numeracy. However, the school offers only a small range of extra-curricular activities, and most parents would appreciate more.
Provision for pupils with special educational needs	Excellent. The school quickly identifies pupils who have difficulties and gives them excellent support. This enables them to make very fast progress, and to achieve their full potential.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's provision for pupils' spiritual, moral, social and cultural development is very good, and underpins much of the school's life and work. Provision for pupils' personal development is good, and is an ongoing area of development.
How well the school cares for its pupils	The school cares very well for all pupils, and recognises and caters for their individual needs. The well-being, health and happiness of pupils are the shared concern of the headteacher, staff and Governing Body.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is excellent. He has a clear vision for the school's continued development which is shared by the staff, Governing Body and parents. Co-ordinators effectively lead curriculum development within their subjects, and their role in terms of monitoring teaching and learning is an ongoing area of development within the school.
How well the governors fulfil their responsibilities	The Governing Body fully meets its statutory duties and is well informed and knowledgeable about the life and work of the school. The Governing Body fulfils its role of 'critical friend' to the headteacher, and is extremely supportive.
The school's evaluation of its performance	The headteacher, staff and Governing Body regularly monitor, review and evaluate the school's work, to identify the next stage in its development. Assessment information is used very well to help the school measure its performance.
The strategic use of resources	Very good use is made of staff and resources to support the pupils' learning. The principles of best value are applied when purchasing goods or services, and the funds are spent wisely. The school gives very good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents are very pleased with the way in which they are regarded as partners in the education of their children.</li> <li>Parents believe that the school provides very good levels of support and guidance for pupils of all ages and abilities.</li> <li>Parents value the way in which the school encourages the children to achieve their very best, irrespective of their ability.</li> <li>Parents are pleased with the high standards of work their children produce, and the good progress they make.</li> <li>Parents agree that the headteacher and staff are dedicated and hard-working. They believe that teaching is of a high standard.</li> <li>Parents are pleased with the behaviour of pupils, and the way in which the school fosters good values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents would like more extra-curricular activities than are currently offered.</li> <li>A few parents do not think the school provides the right amount of homework.</li> <li>A few parents think the school could work more closely with parents.</li> </ul>

The inspection findings fully endorse the parents' positive views of the school, and support the parents' opinion that a smaller than usual range of extra-curricular activities is offered to pupils. However, the inspection findings indicate that the range, amount and frequency of

homework are appropriate for all age and ability groups, and confirm that the headteacher, staff and Governing Body do all they can to involve parents in the life and work of the school.

## **PART B: COMMENTARY**

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

**Pupils' attainment at the end of Key Stage 2 in English, mathematics and science is very impressive.**

1. The 1999 end of Key Stage 2 National Curriculum test results show that pupils' attainment is well above the national average in English, mathematics and very high in science, and that the pupils' performance in science places the school in the highest 5% of schools nationally. In comparison with similar schools, pupils' performance is well above average. The inspection findings fully endorse the end of key stage test results.
2. Skills of literacy are particularly good across the curriculum, and throughout the school. Reading is taught well from an early age, and high standards of reading in all ages groups enable pupils to access other areas of their learning more easily. For example, pupils use books well for research, and know how to find and retrieve information. They are used to reading and interpreting instructions, and this prepares them well for end of key stage tests. Pupils benefit from the very good shared and guided reading sessions that are part of the National Literacy Strategy. Reading as part of a group gives pupils the confidence to develop expression, and to consider the purpose of punctuation marks. The very effective teaching of phonics in the early part of Key Stage 1 gives pupils a good start to their reading and enables them to tackle unknown words with confidence. As they move through Key Stage 2, most pupils quickly become independent readers who read a wide variety of fiction and non-fiction books. The school effectively counters what is often a plateau in pupils' reading at Year 4 by the incentive of reading credits. This particular system, which operates for one term only, works extremely well, and is very popular with parents and pupils. Credits are awarded to pupils each time they read at home, and the friendly competition encourages pupils to read far more frequently than usual during the designated period, and successfully restarts their interest and enthusiasm for reading, as well as giving standards a real boost.
3. Pupils' writing is often very good, and some work is of a particularly high standard. Even those pupils who have some difficulty with aspects of grammar and spelling nevertheless communicate their ideas in an imaginative and logical manner. Pupils enjoy writing, and use their skills to good effect across the curriculum. For example, during the inspection Year 4 pupils used notes very well in a geography lesson to draw up lists of similarities and differences between lifestyles of people in St. Lucia and Great Britain. As they move through the school, pupils become more aware of the need to consider the style of their writing in relation to its purpose and the audience for which it is intended. The excellent opportunities for them to write instructions, accounts, reports, descriptions, letters, poems and stories, in many curriculum areas, provide meaningful contexts for pupils to practise and refine their writing skills, and give them an understanding of the value of writing as a means of communication.
4. Standards of numeracy are good in both key stages, although, because the National Numeracy Strategy is relatively new, opportunities for pupils to use numeracy skills across the curriculum are not yet as embedded as those for the development of literacy skills. Pupils of all ages are confident when dealing with numbers and through the numeracy lessons, are gaining confidence in developing mental strategies. Pupils' knowledge of multiplication facts is secure, and where pupils have immediate recall of number facts, this significantly speeds up their mental and written calculations. Emphasis is placed on the need for pupils to check the reasonableness of their

answers, especially in Key Stage 2, where pupils make very good use of checking systems, to ensure accuracy. Teachers are also very careful to phrase questions in a variety of different ways to ensure that pupils gain a broad mathematical vocabulary. For example, pupils know that finding the difference between two numbers results in the same answer as finding out how much greater the larger number is than the smaller number. Other aspects of the mathematics curriculum are taught very effectively and pupils have a very good knowledge and understanding of shape, space and measure, and in Key Stage 2, of data handling.

5. The school enables pupils to attain high standards in a number of ways. Its philosophy of encouraging pupils to do their best, irrespective of their ability, and to have confidence in themselves as learners, results in high levels of motivation and enthusiasm from the pupils. Pupils work hard, and demonstrate very good concentration. From an early age, they are encouraged to produce good amounts of neatly presented written work. They are made aware of strengths and weaknesses in their learning by their teachers, who engage in discussion with them, or communicate their ideas for improvement by means of detailed comments at the end of pieces of work. Teachers have high expectations of all pupils, and ensure that the highest attaining pupils are fully stretched. Very good use is made of extension activities, which supplement the main class task, and which challenge further the more able pupils.
6. The consistently very high standards in science, at the end of both key stages, owe much to the emphasis the school places on pupils learning through first-hand experience. From an early age pupils are taught to investigate their environment, and to develop skills of observation and curiosity. For example, during the inspection, Year 1 pupils chose, as part of their early morning activities, to work on the science table, where they explored the effect of putting two magnets together, and observed what happened when the two polarities were the same. Pupils are confident scientists who use their previous knowledge well to make predictions. They quickly learn how to construct a fair test, and many Year 2 pupils are very secure in this element of their learning. Through practical experience, carrying out open-ended investigations, pupils' knowledge and understanding are consolidated and extended. There are many very good opportunities for the higher attaining pupils to work at a more advanced level on the same task, and to explore their own avenues of thought. Coverage of the science National Curriculum programmes of study is excellent, and ensures that pupils have a very broad and well balanced range of scientific knowledge. Pupils are very well prepared through their classwork for tackling the end of key stage National Curriculum assessments, and because the depth of their understanding is so secure, are not fazed by test questions which are not phrased in exactly the way to which they are accustomed.
7. The school's procedures and systems for tracking, monitoring and evaluating the progress and attainment of pupils as they move through the school are excellent, and are a contributory factor to the high standards pupils attain in English, mathematics and science at the end of Key Stage 2. Each year, the Year 2 and Year 6 teachers look closely at the end of Key Stage test results, and go through the test papers, noting questions that have caused problems, and those which almost all pupils found easy to answer. They use this information to draw up a list of relative strengths and weaknesses. The headteacher, staff and Governing Body use this data as a basis for discussion about coverage of the curriculum, and issues relating to teaching and learning. For example, as a result of this type of exercise, writing has been identified as an ongoing area of whole-school development.

### **The school enables pupils of all ages and abilities to reach their full potential.**

8. The school is extremely effective in enabling pupils of all ages and abilities to achieve their full potential, irrespective of their ability. Pupils are valued as individuals, and because of the continued encouragement they receive from their teachers and other adults who work with them, they acquire good levels of self-esteem, and a belief in themselves as successful learners. The school expects pupils to do their best, and to work hard, and celebrates and values the successes of all pupils, however small.
9. The provision for pupils who have special educational needs is excellent, and is a crucial factor in raising standards and in helping pupils to achieve their best. The school's practice of early identification of pupils who have learning or behavioural difficulties is very successful, and often, by the end of Key Stage 1, pupils' difficulties have been resolved and they no longer need additional support. The programme of support for pupils who have special educational needs is extremely well considered. In addition to the support they receive from their classteachers and classroom assistants, small groups of pupils are regularly withdrawn by the special educational needs co-ordinator who works closely with individuals, focusing on their specific needs.
10. The highest attaining pupils in each class are well challenged, enabling them to achieve very high standards in their work. The 1999 National Curriculum test results, at the end of both key stages, demonstrate that an above average percentage of pupils attain the higher levels in English, mathematics and science. Teachers have very high, but realistic expectations of what the pupils can achieve, and monitor pupils' progress carefully to ensure that they remain on course to reach the individual targets that have been predicted.

### **The quality of teaching is outstanding, and contributes significantly to pupils' progress and attainment.**

11. During the inspection teaching was excellent in 25% of lessons seen, very good in 38% of lessons seen, and good in almost all of the remainder. One of the main strengths of teaching is the level of planning and preparation. Teachers make very effective use of assessment information to plan the next stage in pupils' learning, and to identify strengths and weaknesses in curriculum coverage and teaching methods. Activities successfully consolidate and extend pupils' learning, and are often open-ended, enabling pupils of all abilities to reach their full potential.
12. Literacy and numeracy sessions are particularly well taught and enable pupils to attain high standards in their work. Teachers have an excellent knowledge of the literacy and numeracy strategies, enabling them to present activities in an enthusiastic manner which captivates and maintains the pupils' interest and enthusiasm. These lessons are often exciting and stimulating, and move at a good rate. The main teaching points of literacy and numeracy sessions are shared with the pupils at the start of the lesson, and during end of activity discussions, teachers check the extent to which pupils have achieved the objectives of the lesson. This helps to raise pupils' awareness of what is expected of them, and reinforces their learning. Teachers throughout the school provide some excellent opportunities for pupils to develop their literacy skills across the curriculum, and have started to build opportunities for pupils to develop their numeracy skills. However, although some teachers provide regular opportunities for pupils to use computers to support their learning, they are not used enough in some classes.

13. Class organisation is very effective and within each session there is a very good mix and balance of activities that require close supervision by the teacher, and those which pupils can work through themselves. These opportunities for pupils to take responsibility for aspects of their own learning are very successful in promoting high levels of independence, and in increasing pupils' self-discipline. Teachers provide many valuable and very good quality practical activities which give pupils the opportunity to use and apply their knowledge in a range of different situations, and to consolidate their understanding. This is particularly true in science where much of the pupils' learning and experience stems from organising and carrying out experiments and investigations.
14. Teachers give very good support to those pupils who have special educational needs, and encourage all pupils to do their best. They use praise well when pupils lack confidence, and to reward success. Teachers constantly work at building up pupils' self-esteem, so that they believe in their own abilities and talents, and are willing to take a chance when faced with new and challenging tasks. Excellent use is made of open-ended questions in introductory discussions to check pupils' understanding, to support the lower attainers, and to challenge the higher attainers. Teachers are almost always enthusiastic in their manner, and do their best to make activities rewarding and exciting.

**Pupils of all ages and abilities are well behaved and highly motivated. They work hard, and are very enthusiastic.**

15. From an early age, pupils are encouraged to treat one another with consideration, and to be polite, friendly and caring. Christian values and attitudes are promoted through all aspects of the school's life and work, and there are high levels of mutual respect amongst pupils, and between pupils and their teachers. The quality of life in the school is excellent, and there is a happy and purposeful atmosphere which makes pupils want to come to school.
16. Behaviour is very good, and is the result of a consistent and thoughtful approach to behaviour management by the headteacher and staff. Consistently good and improved patterns of behaviour are rewarded and celebrated, and incidents of misbehaviour are dealt with swiftly and sensitively. Pupils and parents confirm that bullying is rare. Pupils are encouraged to take responsibility for their own actions, and to conform to the school's high expectations of behaviour. Playtimes are particularly pleasant social occasions where pupils mingle well together, taking part in shared activities, or sitting quietly and talking. The headteacher is a regular visitor to the playground, and his presence has a very positive impact on behaviour.
17. Pupils' attitudes to work are very good, and have a significant impact on their progress and attainment. Pupils are well motivated and keen to succeed. They take a full and active part in all activities and display high levels of enthusiasm. In a Year 2 mathematics lesson seen during the inspection, pupils could hardly wait to get on with the set task, and were very keen to answer questions and to be chosen by their teacher. From an early age pupils demonstrate very good concentration, and can work for longer periods of time than expected. Pupils' rate of work is very good and they produce good amounts of neatly presented work in the allotted time. Pupils are very independent in their learning, and because they behave well, can be trusted to work in small groups pairs away from the teacher's direct line of vision. When working together, pupils listen to the views of their partners, and share resources willingly.



18. The very good behaviour and attitudes of pupils have a significant impact on their learning. Pupils are conscientious and work hard. Most respond positively to homework tasks, and regularly take their reading books home to practise. Little time is wasted in lessons as pupils settle quickly to their work, and very good behaviour enables activities to run smoothly. Because teachers can rely on pupils to behave well, they prepare exciting tasks, many of which are practical and which rely on pupils organising aspects of their own learning.

**The leadership and management of the school by the headteacher and Governing Body are excellent. There is a very clear sense of purpose and direction to the school's work.**

19. The leadership of the headteacher is excellent and is a crucial factor in the high levels of attainment and achievement throughout the school, the very good quality of teaching, and the very good attitudes and behaviour of the pupils. The headteacher maintains a high profile within the school and regularly works with small groups of pupils. He is well known to all of the pupils, many of whom regularly visit his office to share their successes. He encourages pupils to telephone him from their classroom to invite him to share special work that is ongoing. This link with classes ensures that he has a very good overview of the life and work of the school. The headteacher monitors teaching and learning closely and knows exactly where the relative strengths and weaknesses are in the school's work. He leads very much by example, and all decisions are carefully and thoughtfully considered.
20. The headteacher, together with the Governing Body and key members of staff, carefully evaluate the school's work on a regular basis, picking out those areas where more development is needed, and ensuring that existing strengths are maintained. The Annual Review File, compiled by the headteacher, is an excellent document, which gives a clear picture of the school's work of the past year, and a summary of what has been achieved. The areas for development highlighted by this detailed analysis provide the basis for the next School Development Plan. This annual process of review and evaluation gives a sense of continuity to the school's development.
21. One of the major strengths of the leadership and management of the school is the use made of assessment data to monitor and track pupils' attainment and progress. The staff and Governing Body are fully involved in the process of monitoring standards, and it is common practice for governors to go through end of key stage National Curriculum test papers to get a real understanding of what the pupils are expected to know. Governors are very well informed about the school's performance in relation to the national picture, and talk knowledgeably about the strengths and weaknesses in pupils' attainment on the basis of the test results. They take a full and active role in target setting and have a very impressive understanding of this aspect of the school's work.
22. There are very strong links between the governors and staff. Governors are regular visitors and help in class, as well as discussing their subject responsibilities with co-ordinators. Teachers regularly present work, ideas, schemes and policies to the Governing Body and there is a great deal of shared training. Teachers have presented demonstration literacy and numeracy lessons to the Governing Body and have talked them through their lesson plans. These links give the Governing Body an excellent insight into the work of the school, and ensure that governors are well informed.
23. The headteacher, staff and Governing Body aim to educate the 'whole' child, and to provide a well balanced curriculum which fully meets the personal and academic needs

of all pupils. Parents are viewed as partners in the education process and are consulted fully about major decisions. The school has a clear educational direction and philosophy which are fully reflected in practice. There is no sense of complacency in the school, and the headteacher and Governing Body are well aware of the need to maintain, and further improve where possible, the many very good and excellent features of the school's current provision.

#### **WHAT COULD BE IMPROVED**

#### **Standards in information technology could be even better, and more use could be made of information technology to support pupils' learning across the curriculum.**

24. Standards in information technology at the end of both key stages are in line with the national expectation, but given the very high standards in other areas of the curriculum, standards could be even higher for most pupils.
25. Pupils of all ages have an understanding of the purpose of computers for word-processing, but although most are reasonably adept at writing, saving and printing text, some older Key Stage 2 pupils, who have not had the same level of previous experience as younger pupils, are slow in working their way around the keyboard. Pupils use computers to draft and edit pieces of work, but this is an area for further development, as some pupils are not yet fully confident about moving text around the screen, changing the style and size of the font, or using 'spell-checkers'.
26. Pupils from Year 2 onwards have a good appreciation of the use of computers for data handling, and have experience of entering and interrogating data. For example, Year 2 pupils have made a database, linked to their science work topic of 'How am I special?', recording information about themselves. At a more sophisticated level, Key Stage 2 pupils have compiled a 'Rubbish' database, which they have used to produce a range of different styles of graphs. Some Key Stage 2 pupils have made effective use of existing databases for finding out information about St Lucia. This work has involved them in using the Internet, and, although at present they need adult support, pupils are making good gains in their understanding of the Internet as an enormous, but easily accessible, encyclopaedia.
27. Although pupils are starting to use computers for control technology, this is currently the weakest area of the school's information technology provision, and has been identified as a focus for further development. Pupils regularly use programmable toys, but Key Stage 2 pupils have little experience of using sensors, for example, or of using programmes such as 'Logo'.
28. The school aims to increase the extent to which pupils use computers to support their learning across the curriculum, and to ensure that activities involving information technology are meaningful and useful. The setting up of a computer area near the library has enabled pupils to work alongside one of the information technology co-ordinators in small groups, which has accelerated their learning and given them confidence. In some classes, computers are used regularly, but in others they are under-used, especially when teachers want the whole attention of the class, such as in literacy and numeracy sessions. At present, there is not enough structure to the use made of computers in class, partly because of teachers' lack of confidence, and partly because there is no firmly established whole-school routine.

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

In line with the School Development Plan, the headteacher, staff and Governing Body should ensure that:-

- class computers are used more regularly in all classes to support pupils' learning across the curriculum;
- coverage of the information technology curriculum is carefully monitored, to ensure that as they move through the school pupils gain the necessary breadth of experience and knowledge;
- pupils' progress in information technology is tracked, monitored and evaluated to identify strengths and weaknesses in teaching and learning;
- teachers' knowledge and expertise continue to develop.

## 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

8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
25	38	33	4			

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	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	246
Number of full-time pupils eligible for free school meals	N/A	5

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – 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	47

#### 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	6
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	15
	Girls	15	15	15
	Total	26	27	30
Percentage of pupils at NC level 2 or above	School	81 (91)	84 (90)	94 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	15
	Girls	15	17	17
	Total	27	32	32
Percentage of pupils at NC level 2 or above	School	84 (91)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	18	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	17	18	18
	Total	28	30	31
Percentage of pupils at NC level 4 or above	School	85 (68)	91 (75)	94 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	17	17	17
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	85 (68)	88 (83)	88 (85)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	243
Any other minority ethnic group	3

*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)	9.45
Number of pupils per qualified teacher	26
Average class size	31

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

Total number of education support staff	3
Total aggregate hours worked per week	59.5

### ***Financial information***

Financial year	1998/1999
	£
Total income	379588
Total expenditure	367550
Expenditure per pupil	1494
Balance brought forward from previous year	39717
Balance carried forward to next year	51755

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

### **Questionnaire return rate**

Number of questionnaires sent out	246
Number of questionnaires returned	96

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	3	2	0
My child is making good progress in school.	60	36	2	1	1
Behaviour in the school is good.	51	47	1	0	1
My child gets the right amount of work to do at home.	27	57	12	1	3
The teaching is good.	62	36	1	0	1
I am kept well informed about how my child is getting on.	39	51	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	33	2	1	1
The school expects my child to work hard and achieve his or her best.	60	39	1	0	0
The school works closely with parents.	35	51	13	0	1
The school is well led and managed.	55	42	1	1	1
The school is helping my child become mature and responsible.	42	54	3	0	1
The school provides an interesting range of activities outside lessons.	16	34	24	13	13