

# INSPECTION REPORT

## **BERE ALSTON PRIMARY SCHOOL**

Bere Alston, Yelverton

LEA area: Devon

Unique reference number: 113246

Headteacher: Miss K Wild

Reporting inspector: Mr T Richardson  
16500

Dates of inspection: 25 – 26 January 2000

Inspection number: 189279

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: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Station Road  
Bere Alston  
Yelverton  
Devon

Postcode: PL20 7AU

Telephone number: 01822 840410

Fax number: 01822 840519

Appropriate authority: Governing body

Name of chair of governors: Mr R Leithall

Date of previous inspection: September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr T Richardson	Registered inspector
Mr R Orchard	Lay inspector
Ms J Johnson	Team inspector

The inspection contractor was:

Quality Assurance Associates

Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

At the time of the inspection, there were 212 pupils on roll aged from 4 to 11 years. Children enter the reception class in the September or January before their fifth birthday and the majority are from the villages of Bere Alston and Bere Ferrers. The attainment of children on entry to the school is below average. The school has 51 pupils on the register of special educational needs and two pupils have Statements of Special Educational Needs. The proportion of pupils eligible for free school meals is broadly average at 14.6 per cent. There are no pupils from ethnic minority backgrounds and no pupils with English as an additional language. There are nine teachers, including the headteacher, with a full time equivalent of 8.5, and a broadly average ratio of 24.9 pupils to every teacher. The average class size is 26 pupils, with the exception of the current Year 6 which has 37 pupils in the class. The school has attractive, clean and well maintained buildings which contribute successfully to the morale of staff and pupils.

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

Bere Alston Primary is a very good school that promotes very high achievement and excellence in English, mathematics and science. Teachers have very high expectations and their teaching of literacy and numeracy is outstanding. There is good leadership that provides a most positive ethos which enables the school to meet all its aims and objectives with outstanding success. The school provides very good value for money.

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

- Promotes high attainment and achievement by the end of Key Stage 2, with excellence in standards in English, mathematics and science
- The school provides good quality teaching, with outstanding teaching of literacy and numeracy. This, in turn promotes highly successful learning for all pupils, including those with special educational needs, so that they make progress that is often excellent over the time they are in school.
- Provides very good care, support and welfare for pupils, giving them a very effective moral lead and raising their self esteem and social development so that all children feel valued. This promotes very good attitudes; behaviour; work ethic; very good personal development; and relationships, by the time pupils leave school.
- Provides good leadership that promotes a most positive ethos that enables the school to meet all its aims and objectives with outstanding success, backed by effective support from governors. This results in everyone working together most effectively as a community with a very strong shared commitment to improvement that ensures success for the school.
- Has very good accommodation that raises the morale and motivation of pupils and staff
- Promotes a very successful partnership with parents and provides them with very good information

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

- Raise further the standards in Key Stage 1 through applying consistent strategies for developing listening skills, and promoting good behaviour and attitudes to work
- Provide a full curriculum, that includes information technology and design and technology, so that all statutory National Curriculum requirements are met
- Ensure pupils are prepared for life in multi-cultural Britain, and that formal provision is made for their spiritual development
- Enable governors to help the school to evaluate the effectiveness of developments to ensure that best value is obtained

*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, in September 1996, judged the school to be well managed with good standards achieved by pupils, but with improvement to be made in the quality of education provided. Since then, the school has made good improvement. The standards attained by pupils at the end of Key Stage 2 in English, mathematics and science, have continued to rise and there have been significant improvements made in the quality of teaching. The National Strategies for Literacy and Numeracy have been implemented very well; further links with parents, other professionals and the community have been strengthened; and specialist teaching has been provided for music in Key Stage 2. Satisfactory improvement has been made in addressing the issues identified for improving the monitoring of teaching and making more effective use of the analysis of school performance data. The balance of the curriculum has improved and more time is allocated to science than before. However, there is unsatisfactory curriculum development as information and communications technology is not being taught and insufficient improvement has taken place in the provision for the cultural and spiritual development of pupils.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A*
Mathematics	A	A	A*	A*
Science	A	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

On entry to the school, most pupils have attainment levels that are below average. By the end of Key Stage 2, most pupils achieve standards in English, mathematics and science that are well above average when compared with national results and when compared with schools with children from similar backgrounds. Attainment levels in these three subjects are rising year on year and, in 1999, the standards obtained by pupils in mathematics were in the top five per cent of the country. When compared with schools with pupils from similar backgrounds, the 1999 attainment levels show that pupils' results are in the top five per cent for these schools in English and mathematics. The school has identified weaknesses in pupils' spelling skills and has set relevant targets to improve these. Inspection confirms that pupils in Year 6 produce work of a high standard and achieve well. This is in contrast to the National Curriculum assessments at the end of Key Stage 1 which show that pupils attain standards that are below national averages. Inspection confirms that, these results reflect accurately the attainment of the children at the end of Key Stage 1. The school is particularly successful over time in enabling pupils to take advantage of teaching and learning so that they make increasingly rapid progress and raise their levels of attainment beyond those usually expected by the time they are 11.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Pupils enter school with limited concentration and listening skills. By the time they leave school, pupils have very good attitudes, sustain concentration for long periods of time and enjoy working very hard.
Behaviour, in and out of classrooms	Pupils learn to behave very well in and around the school. They are courteous and polite and very respectful of one another, of individual opinions and of property.
Personal development and relationships	There are very good relationships between all members of the school community. Each pupil is valued and their self-esteem developed so that pupils gain confidence and become independent learners.
Attendance	Pupils enjoy coming to school and this results in good attendance rates.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

The quality of teaching is good and very effective over time, particularly in English, mathematics and science. There are strengths in the teaching of basic skills, in the very high expectations set by teachers, the effectiveness of their teaching methods, and in the management of pupils. The teaching of the skills of literacy and numeracy is outstanding and enables pupils, over time, to make progress that is often excellent. Pupils in Key Stage 1 are taught to listen, concentrate and develop good attitudes to work and this prepares them very well so that they accelerate their progress throughout Key Stage 2. Pupils respond very well to the high level of challenge teachers present in lessons and this leads to high attainment for all, and enables most pupils with special educational needs to make very good progress and attain standards in-line with national averages by the time they leave school. During the inspection, teaching was judged to be good or better in 78 per cent of all lessons. Teaching was very good or excellent in 26 per cent of lessons and satisfactory in 22 per cent of lessons. There were no examples of unsatisfactory teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Statutory requirements to teach information and communications technology are not met. The curriculum for design and technology does not meet National Curriculum requirements. This limits the quality and range of the curriculum. Strategies for teaching literacy and numeracy are outstanding and there is very good involvement of the school and community together in learning.
Provision for pupils with special educational needs	Good support and learning opportunities are provided for pupils.
Provision for pupils' personal, spiritual, moral, social and cultural development	Very good provision is made for pupils' moral development and good provision is made for their social development. There is insufficient emphasis on preparing pupils for life in multi-cultural Britain and the importance of formal opportunities, including assemblies, for



	promoting spiritual development are insufficiently recognised.
How well the school cares for its pupils	The school cares for its pupils very well. Each individual is accorded dignity and respect and made to feel valued as an important member of the community.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff provide good leadership that promotes a most positive ethos. This results in the whole school community working effectively together with a very strong shared commitment to improvement. Through this, the school meets all its aims and objectives with outstanding success.
How well the governors fulfil their responsibilities	The governors are effective and supportive of school improvement. They have yet to implement formal procedures to evaluate the success of their policies.
The school's evaluation of its performance	The school, and governors, are at an early stage in the evaluation of school performance and have yet to implement measures to show how successful the school is.
The strategic use of resources	Good use is made of resources and special grants to promote high achievement for the pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are inspired and they want to learn.</li> <li>• The school promotes a caring attitude and pupils are safe and secure.</li> <li>• Teachers like the pupils and enjoy what they do.</li> <li>• Staff work well together.</li> <li>• Children are given a good education and it is felt to be a privilege to be able to send them to this school.</li> <li>• Parents feel comfortable about approaching the school with a problem.</li> <li>• The school expects children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The size of some classes.</li> <li>• More support for teachers with children with special educational needs.</li> <li>• Other subjects brought back into focus now that literacy and numeracy strategies are established.</li> <li>• More interesting activities provided outside of lessons.</li> </ul>

Inspection supports all the positive views expressed by parents. Inspectors judge that class sizes are appropriate, that children with special needs receive appropriate support and that the school provides a satisfactory range of other activities outside lessons. The breadth of the curriculum is restricted by the lack of information technology.

## **PART B: COMMENTARY**

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

#### **Promotes high attainment and achievement by the end of Key Stage 2, with excellence in standards in English, mathematics and science.**

1. Baseline assessment shows that pupils enter the school in the reception class with levels of attainment that are below the average expected for their age. In particular, pupils have immature listening skills and find it hard to concentrate and apply themselves to working in class. A minority of pupils has difficulties in behaving as expected and distract themselves and others from learning in lessons. Teachers work hard to enable pupils to overcome these difficulties and promote their learning. However, by the end of Key Stage 1, the attainment of pupils in reading is below the national average, and well below the average attained by pupils in schools with similar characteristics. Attainment in writing is well below the national and similar schools' average. The attainment levels in mathematics, at the end of Key Stage 1 are higher than in English and match the average attained by all pupils nationally and in similar schools. Inspection confirms that these attainment levels are an accurate reflection of the ability of the pupils. During their time in Key Stage 1, pupils are benefiting from the school's emphasis on raising self-esteem and promoting the worth of each individual. They make significant gains in their listening skills and develop the ability to concentrate and apply themselves to their work for long periods of time. Significant improvements also take place in behaviour, with the result that pupils enter Key Stage 2 fully motivated to learn and increase their attainment.
2. Teachers provide high levels of challenge and, by the end of Key Stage 2, attainment levels rise from below average to being within the best in the country. The school's success in mathematics in 1999 places it within the top five per cent of schools nationally. Attainment levels in English and science in 1999 are almost as high, and are well above the national average and the average for pupils in schools with similar backgrounds. When the attainment of pupils is compared with similar schools, the results in English and mathematics place the school in the top five per cent of this group. The school has improved these results each year since the last inspection and current evaluation by inspectors confirms that very high standards are being at least maintained. This level of excellence is a remarkable achievement and, in addition to the rigorous teaching provided, is due to the valuing of each individual within a corporate ethos for improvement that leads to the successful raising of self-esteem and pride in personal achievement.

#### **The school provides good quality teaching, with outstanding teaching of literacy and numeracy. This, in turn promotes highly successful learning for all pupils, including those with special educational needs, so that they make progress that is often excellent over the time they are in school.**

3. In lessons observed during the inspection, teaching was good or better in 78 per cent of all observations. Teaching was very good or excellent in 26 per cent of lessons and no teaching was judged to be unsatisfactory. This is a considerable improvement on the last inspection where 15 per cent of all lessons were unsatisfactory. There are particular strengths in the teaching of basic skills. Teachers build successfully on the work of one another so that, over time, the accumulative effect is one of outstanding teaching of literacy and numeracy that promotes very high levels of attainment and prepares pupils very well for secondary education. Teachers have very high expectations and use technical vocabulary consistently, for example in the analysis of poetry, so that pupils discuss knowledgeably the relative merits of simile and metaphor in effecting an emotional response to the poem. Lessons contain a very good mixture of teaching methods with variety between whole class tuition, group work and individual research that are conducted at a brisk pace with the result that pupils are motivated to work hard and enjoy their learning. Teachers have very good strategies for managing pupils' behaviour and give positive rewards that make pupils want to behave well at all times.
4. Basic skills are taught very well in reception and pupils make satisfactory progress to have a firm

foundation in the skills of reading, writing and numeracy. For example, pupils were encouraged to dramatise the visit of birds to a bird house to be fed and the whole session was used most productively so that pupils 'discovered' the combinations of numbers that make five and practiced basic addition and subtraction. Such methods also capture the attention of pupils and encourage them to listen, look and concentrate for longer periods. Teachers work hard to continue to improve listening and attention skills during Key Stage 1. For example, in a Year 2 lesson, the teacher gave eye contact and body language that signalled clearly to all pupils the high level of interest she has for them, and this was returned by pupils doing their best to achieve her expectations.

5. During their time in Key Stage 2, the progress made by pupils accelerates, and builds on the strong foundations for learning laid down in Key Stage 1. The close cooperation between teachers leads to a consistent level of expectations so that, even if a lesson strays from the planned content, the discussion is always aimed at extending knowledge and challenging pupils to think harder for themselves. For example, in a lesson in Year 5, pupils were made aware of what they were expected to learn from their analysis of a fable and were led into a stimulating and active debate on the consideration of the feelings of the characters, and the meaning of terms such as 'sour grapes', before returning to the topic of which tense to use with auxiliary verbs in reported and direct speech. Teachers mark work consistently and pupils are made aware of what they should do to improve. The assessments teachers carry out at the end of each key stage are conducted fairly and rigorously and provide pupils and parents with an honest evaluation of attainment.
6. By the end of Key Stage 1, there is a large proportion of pupils with low attainment and special educational needs with National Curriculum assessment results below the national average. By the end of Key Stage 2, virtually all pupils attain at least the national expectation of Level 4 in English, mathematics and science. This represents very good progress for these pupils in overcoming any difficulty and achieving as highly as all others in the school. Other pupils with special educational needs, such as those with hearing impairment, are enabled successfully to learn at the same rate as their peers and achieve high levels of attainment. The school is very good at enabling every child, regardless of their ability, to feel that their contribution is uniquely important. They are accepted as valued members of the class and their learning is promoted equally with other pupils.

**Provides very good care, support and welfare for pupils, giving them a very effective moral lead and raising their self-esteem and social development so that all children feel valued. This promotes very good attitudes; behaviour; work ethic; very good personal development; and relationships, by the time pupils leave school.**

7. The school has good procedures for child protection and cares for pupils very well. There are very good relationships between all members of the school community. Teachers know the children very well and provide good role models so that everyone follows a moral code with clear understanding of right and wrong. Any issues of mis-behaviour are dealt with promptly and efficiently and all adults show due regard to the sensitivity of situations and personality. Children are made aware of the impact of their actions on others and come to feel part of the supportive community so that they care for one another with genuine concern.
8. Teachers provide good opportunities in lessons for developing social skills and encourage pupils to work together in pairs and small groups, as well as holding more formal 'circle times' where children can express their ideas and opinions. Each pupil prepares a 'topic talk' by researching a topic of their choice at home, preparing a presentation, and addressing the whole class. One such talk observed during the inspection was delivered to a very high standard accompanied with very good quality transparencies and posters. Other pupils gave rapt attention and asked searching questions that showed the high level of interest they had in the topic. Through activities such as this, and through the ethos of the school, each individual and the contribution they make is valued. This is clearly evident in the self-esteem and confidence of the pupils and is a further contributory factor to their academic success,

9. The school is very successful in changing the attitudes and behaviours of pupils on entry to school into very positive attitudes and very good behaviour by the time they leave school. Where teachers in reception and Key Stage 1 have a good repertoire of teaching styles, extensive strategies for managing behaviour and long term routines and procedures, pupils learn successfully to modify what they do and become motivated learners. By the end of Year 2, pupils have very good attitudes and behaviour and this is built upon successfully with the result that an ever increasing work ethic is seen in each class in the school. For example, when the teacher took a group of pupils outside the classroom for guided reading, the remainder of the Year 6 class worked independently and cooperatively with diligence, silence and strong concentration.
10. Relationships between all members of the school community are very good with genuine friendship and concern expressed for one another. Boys and girls play and work together without any of the gender stereotyping that is often seen for their age. For example, in outdoor physical education, pupils selected partners amicably and worked effectively in mixed gender groups to improve their rugby skills.

**Provides good leadership that promotes a most positive ethos that enables the school to meet all its aims and objectives with outstanding success, backed by effective support from governors. This results in everyone working together most effectively as a community with a very strong, shared commitment to improvement that ensures success for the school.**

11. The headteacher and deputy headteacher are clearly the driving force for school improvement, raising standards and boosting the performance of the staff team. Good leadership is provided for the quality of education in the school and in establishing a shared ethos of commitment to improvement throughout the whole school community. Everyone works hard to help the children succeed and this results in exemplary practice in implementing and realising all the aims of the school.
12. The governing body has effective sub-committees and full meetings that support the work of the school and ensure that agenda items are acted upon and followed through. Governors make sure they are well informed and are committed to giving help, wherever they can, to school improvement. A careful check is kept on expenditure and relevant targets are set for the headteacher and deputy headteacher to achieve each year. The school development plan is used effectively to set the priorities for continuing improvement and has a good focus this year on developing provision for information and communications technology and raising the standards of spelling throughout the school.
13. The strong ethos of teamwork extends beyond the teaching staff and embraces all who become involved with the school. New teaching staff and supply teachers are very quickly made to feel part of the community and strive to ensure their work is of a similar standard with high expectations for what children can achieve. Children benefit from the good quality support and group teaching they receive from learning support assistants. Meal time assistants and kitchen staff are valued members of the school team and ensure the aims of the school continue to be met during lunch-times. The school secretary provides a warm welcome to visitors and is most effective in ensuring smooth day to day procedures take place. The school is kept commendably clean by the caretaker and cleaning staff. In addition, the many parents, volunteers, students and other professionals who work within the school all demonstrate the same high level of commitment to making the school a happy environment where learning is promoted. The pupils are also valued as full and equal members of this strong community. This sense of whole school community is so strong that it is a major contributory factor to the continued success of the school and the high standards attained by the pupils.

**Has very good accommodation that raises the morale and motivation of pupils and staff**

14. Recent building work has amalgamated successfully old and new buildings together and the school is well equipped with light, spacious and attractive accommodation. There are good outdoor facilities and specialist accommodation, for example, the hall is of very good quality and serves the village community effectively as a sports hall. Teachers provide attractive displays of colourful art work and pupils' writing and these show clearly the high standards of work in the school as well as adding to the quality of the environment. The whole is cleaned and maintained to a high standard and this results in pupils showing a high level of pride and care for the fabric of their school. Staff comment that they feel happy to come to work in such an attractive building. Inspectors agree that pupils and adults are motivated to work harder and that the atmosphere of the accommodation lifts the spirits and raises morale. This makes a positive contribution to the standards achieved.

**Promotes a very successful partnership with parents and provides them with very good information**

15. Parents are made to feel very welcome in school and they make a valuable contribution to the quality of education. For example, parents run the library and attract external sponsorship to buy new books, others help with reading and generally assist teachers in their class. The school provides parents with very good information. The reports on each child's attainment and progress are detailed and thorough and each class shares with the parents what will be taught each term. There is a very effective method of home / school communication through 'Elly Spelly' books. Each child carries a book home every day and it is used as a vehicle for exchanging information and for enabling pupils to realise that there is a consistency and partnership between school and parents. These arrangements result in parents knowing what their children do in school and add further to the successful community spirit in promoting achievement.

**WHAT COULD BE IMPROVED**

**Raise standards in Key Stage 1 through consistent strategies for developing listening skills, behaviour and promoting good attitudes to work**

16. The results of National Curriculum and teacher assessment are low at the end of Key Stage 1. Much of the time in this key stage is spent in helping children to settle into school routines, to listen and concentrate on their work and to learn how to behave. There is a difference between the classes and this work is not as consistent in all years as it could be. Pupils in Year 1 benefit from the long-term methods used to improve their behaviour such as collecting table points and the emphasis on completing work to a standard to be proud of. Teachers in Year 2 and Reception also have a wide repertoire of short-term measures to influence behaviour and use body language, tone of voice and interesting approaches to activities that keep pupils focused and on task. These measures are not applied to the same consistent standard in Year 1 as in Year 2 and Reception and the result is that there is a slight variation in each year in the expectation and level of challenge provided for academic development. By the end of Year 2, pupils are prepared very effectively and are ready for rigorous concentration and work in Key Stage 2. The school could improve by seeking to lower the age when pupils reach this stage of readiness to learn and hence raise their attainment levels at the end of Key Stage 1.

**Provide a full curriculum entitlement, including information technology and design and technology so that all statutory National Curriculum requirements are met**

17. The school is implementing its plans to teach information technology in a computer suite. The room is in an advanced state of preparation and suitable plans are detailed for training teachers to have sufficient skills to teach the subject. However, the subject is not taught at present and children are missing the opportunity to acquire vital skills and learn how to use computers productively in their learning. This is a statutory requirement of the National Curriculum.

18. Design and technology is taught in the school and children make a range of interesting models,

use construction kits effectively, and benefit from cooking sessions with a skilled learning support assistant. However, there is too little emphasis on design and on evaluating the finished product. The subject has a scheme of work, but this is out of date and has insufficient reference to the National Curriculum requirements. No member of staff has responsibility for developing design and technology, or for making sure that the curriculum provided is sufficiently rigorous. As a result, there is no guarantee that children learn sufficient skills and that the subject is taught to a consistent quality in each year.

### **Ensure pupils are prepared for life in multi-cultural Britain, and that formal provision is made for their spiritual development**

19. The school makes appropriate reference to World faiths in religious education and provides pupils with an understanding of the cultures of other countries through focused weeks such as a recent cultural week on Indian life, food and clothing. However, discussions with pupils show that they have a very limited knowledge of the wealth of cultural experiences within Britain. The school makes insufficient provision to extend this knowledge and prepare pupils for life in multi-cultural Britain.
20. Provision is made for pupils to reflect on the wonder of life and think beyond themselves to empathise with others and consider a greater being. Much of this is implicit within the ethos of the school and the care exhibited for all members of the school community. However, there is little formal recognition of how to develop spirituality in the pupils and current practices depend on teachers recognising when to extend discussion and reflection as moments arise in lessons. Schemes of work for example, in science and art, have yet to identify topics such as the Earth in space and the wonder of great paintings for formally providing opportunities to consider wider feelings and spirituality. Assemblies meet the requirements for collective worship and contain reflective moments and prayer but they are insufficiently planned within a formal school framework for promoting and developing a deeper spiritual response in all pupils.

### **Enable governors to help the school to evaluate the effectiveness of developments to ensure that best value is obtained**

21. Governors are interested in the school and provide effective informal support for development. Many of the long term strategic initiatives are generated from within the school and brought to governors for their consideration and approval. Minutes of governing body meetings show that actions are implemented, and most developments keep to the time scale planned. Governors have recognised that they ought to be developing formal procedures for helping the senior managers of the school set a clear direction for sustained improvement. In addition, whilst governors set valid targets for the school, they have yet to devise formal procedures for monitoring progress against these targets and for evaluating the measure of success achieved. This results in new initiatives being implemented and a subjective view that they have gone well. There are no formal mechanisms for governors to gain an objective view and establish clearly the impact of new developments upon the pupils to know whether the best value has been obtained.

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

The governors and senior managers of the school should now seek to improve the school further by:

1. Raising standards in Key Stage 1 through:
  - ensuring consistent strategies for developing listening skills, behaviour and promoting good attitudes to work are applied equally well in all classes
2. Providing a full curriculum entitlement that meets statutory requirements by:
  - making sure information technology is taught to the required standard to every pupil; and
  - ensuring that design and technology is implemented to meet National Curriculum requirements

3. Ensure pupils are prepared for life in multi-cultural Britain, and that formal provision is planned and made for their spiritual development.
4. Enable governors to help the school to evaluate the effectiveness of developments by:
  - involving governors more closely in setting the educational direction for school improvement;
  - setting targets for the school with clear criteria for success;
  - establishing formal procedures for monitoring progress made against these targets;
  - establishing formal procedures for evaluating how well the school has succeeded; and
  - using this evaluation to determine whether best value is obtained from expenditure.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
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
4	22	52	22	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	212
Number of full-time pupils eligible for free school meals	N/A	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	51

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	13
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	20	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	21
	Girls	17	16	18
	Total	34	33	39
Percentage of pupils at NC level 2 or above	School	77 (77)	75 (70)	89 (77)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	17	15	18
	Total	34	33	37
Percentage of pupils at NC level 2 or above	School	77 (70)	75 (67)	84 (70)
	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	16	21	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	19	20	19
	Total	35	36	35
Percentage of pupils at NC level 4 or above	School	95 (88)	97 (85)	95 (97)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	16	17	17
	Total	30	33	33
Percentage of pupils at NC level 4 or above	School	81 (88)	89 (85)	89 (88)
	National	68 (75)	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	212
Any other minority ethnic group	

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	25
Average class size	26.5

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

Total number of education support staff	5
Total aggregate hours worked per week	116

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	1998 / 99
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	£
Total income	369060
Total expenditure	365863
Expenditure per pupil	1591
Balance brought forward from previous year	21092
Balance carried forward to next year	24289

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

### **Questionnaire return rate**

34.4 per cent

Number of questionnaires sent out

209

Number of questionnaires returned

73

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	4	1	0
My child is making good progress in school.	58	38	4	0	0
Behaviour in the school is good.	42	55	0	0	3
My child gets the right amount of work to do at home.	34	58	7	0	1
The teaching is good.	63	33	1	0	3
I am kept well informed about how my child is getting on.	55	40	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	53	42	4	0	0
The school is well led and managed.	79	18	0	0	3
The school is helping my child become mature and responsible.	68	29	1	1	0
The school provides an interesting range of activities outside lessons.	27	45	22	0	5

### **Summary of parents' and carers' responses**

Additional comments were included with two questionnaires. They gave praise for the work of the school but regretted that children have fewer outings than previously.