

INSPECTION REPORT

BRILL CE COMBINED PRIMARY SCHOOL

Brill

LEA area: Buckinghamshire

Unique reference number: 110418

Headteacher: Mr M Kitson

Reporting inspector: Mr A Stainer
(Inspector Number: 19470)

Dates of inspection: 1st - 2nd February 2000

Inspection number: 189343

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 Controlled
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed boys and girls
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Date of previous inspection:	17 th - 19 th September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brill Church of England Primary School is a small school situated in the village of Brill - midway between Thame and Bicester. Most pupils come from the village itself with a significant number travelling from the neighbouring villages. All pupils are white with UK heritage and there are currently 148 full time pupils on roll. Five pupils are entitled to free school meals and this is below the national average. The school maintains a register of special educational need in respect of the current 24 pupils who require extra help and support. Of these, two pupils have a full statement of special educational need. The number of pupils identified as having special educational needs is about the same as that found in other schools. The school has established close links with the local nursery and playgroup and all pupils enter the school the term after their fifth birthday. The ability of pupils on intake to the school is average or above - with a high proportion of above average ability pupils.

HOW GOOD THE SCHOOL IS

Brill school provides a supportive and caring environment in which pupils make good progress and overall they achieve standards well above the national average in English, mathematics and science. Good leadership, good teaching, appropriate and well-used resources, very good pupil attitudes towards work and parents who are highly supportive of this popular school all help the school promote its stated aim: *'to enable all children to fulfil their academic potential and to help them understand their responsibilities in a Christian society within a supportive and caring environment.'* Local Authority funding is below the national average and the school is very effective in supplementing its budget through rents and other grants. In total the school has above average income and expenditure per pupil but, given the above average standards, provides very good value for money.

What the school does well

- Attainment is well above average in English, mathematics and science at both key stages.
- Teaching is good throughout the school.
- The school provides a broad and balanced curriculum that motivates pupils and teachers alike.
- The school has made very good links with the community. There is a strong whole school ethos that supports learning.

What could be improved

- The approach to analysing pupil performance, setting pupil targets and the monitoring of pupil progress.
- Pupils' active involvement in monitoring and evaluating their own progress

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Progress in addressing the key issues has been satisfactory. Each pupil has an assessment file and a programme of testing has been rationalised. However, these new procedures have yet to inform practices within the classroom. Other improvements include teaching and learning in science and information and communications technology. The national literacy and numeracy strategies have been implemented to good effect. Staff and governors have a depth of subject knowledge and the school is well placed to secure further improvements in teaching, learning and management. Taking into account other improvement areas identified by the school since the last inspection in September 1996 improvement has been good overall.

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	B	A	C
Mathematics	A*	B	A	A
Science	A	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

At seven years of age pupils' reading, writing and mathematics is well ahead of that found nationally. Last year the school succeeded in ensuring every pupil achieved the expected level 2 standard in writing. Taking into account the end of key stage 1 test and task results for the last four years, boys and girls perform equally well in reading and mathematics and this is similar to that found nationally. However, boys have performed better than the girls in writing and this is different from that found nationally. Pupils with special educational needs perform well in end of key stage tests and in lessons.

By the age of eleven pupils' attainment in English, mathematics and science continues to be well above that found nationally. Attainment at the higher level in each of these subjects is also well above that found nationally. Boys and girls make good progress when compared to the expected rate of progress. Taking into account the end of key stage 2 test results for the last four years, girls have performed significantly better than boys. This difference is more noticeable than that found nationally. In lessons we noted that:

- pupils with special educational needs often made good progress and their learning is quickly advanced thanks to good adult support and appropriate activities;
- higher attaining pupils make satisfactory progress but their progress is sometimes limited by undemanding and uninteresting activities.

There are small numbers of pupils in each year-group and the drop in English in comparison to similar schools for pupils aged 11 in 1999 was not considered to be significant by the inspection team. The work recorded in books is good but does not fully reflect the high standards achieved in the end of key stage tests. The school has yet to secure an effective approach for setting pupil and school targets. Whole school targets lack challenge and are really forecasts of test results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and approach their work with enthusiasm and eagerness. They tackle new work confidently, enjoy answering questions and work hard in lessons. They talk with confidence and offer sensible views when talking with adults and each other.
Behaviour, in and out of classrooms	Very good. In lessons and around school behaviour is very good. In a minority of lessons boys were restless and off task. Pupils support one another in activities. They move sensibly and quietly around the school.
Personal development and relationships	Good. Pupils are given opportunity to take responsibility around school. For example, they maintain the weather station, serve and clear up at lunchtime, implement ideas for raising money for charity and older pupils care for the younger ones during wet playtimes. Pupils demonstrate very good relationships with each other, teachers and other adults. Pupils do not take sufficient responsibility for planning, organising and evaluating their work.
Attendance	Good. There are no attendance issues to report.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 pupils enjoy interesting and varied English and mathematics lessons. By the age of seven they have developed good reading skills and in their writing they spell simple words accurately and write interesting stories. By the age of 11 their writing is well developed and they write interesting and original texts. Their knowledge of spelling, grammar and punctuation is good. They read with growing enthusiasm. For example, in one English lesson the whole class enjoyed performing a rap. In mathematics the pupils develop good number knowledge. They are confident to add, subtract, multiply and divide, develop quick recall of number facts and they are confident to participate in lessons. They are aware that there are different ways of solving problems and they listen to and adapt the ideas of others.

All of the teaching observed was satisfactory or better and 35 per cent was very good or better. Overall teaching is good at both key stages. Thorough lesson planning, good teacher knowledge of the subjects they teach, well paced lessons and effective teaching of the basic skills of literacy and numeracy all help to ensure pupils make good progress. Other adults who support learning are often very effective and have a clear understanding of their role during lessons.

The purpose of marking is not clearly understood by teachers and the quality of marking is inconsistent. The ends of lessons are less well implemented and do not sufficiently allow for pupils to explain their learning, for teachers to correct mistakes and then to assess what they need to teach next. Progress in lessons made by higher attaining pupils, whilst satisfactory, is often limited by undemanding activities. There are too few opportunities for pupils to pose as well as solve problems. Pupils are given too few opportunities to improve and evaluate the quality of their own work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school's curriculum is broad and balanced. Opportunities for residential trips, visits to the village, links with Spanish families, links with a London school and the wide range of after school clubs enrich the work that the children experience at Brill school.
Provision for pupils with special educational needs	Very good. Work is adapted effectively for pupils with special educational needs and they make very good progress in lessons. These pupils are well supported by their individual education plans. These plans consider academic and personal improvement targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Staff provide very good role models for the pupils and set high expectations of work and behaviour. In lessons classroom routines are effectively implemented and pupils show a growing sense of responsibility. Pupils demonstrate Christian values, they know right from wrong, are sensitive to the views of others and understand traditions in both their own and other cultures. In class assemblies time for meaningful reflection and discussion is underdeveloped.
How well the school cares for its pupils	Good. The school has clear procedures for the general welfare of pupils and these are both well known and established. The monitoring of pupils' academic performance is less effective and this aspect requires improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is highly professional and well respected by parents, pupils, staff and governors alike. He has enabled innovative developments including improvement to the school environment and provision of a new library and ICT suite. Staff are committed to a shared vision and work effectively together. The monitoring of pupils' progress and the setting of targets for pupil improvement are not sufficiently systematic and lack challenge. Teachers and subject co-ordinators involvement in this process is under-developed.
How well the governors fulfil their responsibilities	Good. Governors have a clear overview of the work of the school and are able to articulate its strengths and weaknesses. They demonstrate the ability and determination that is required to secure improvement. They are aware of 'Best Value' principles and have secured very effective spending decisions based on raising standards. Governors have established a committee that will monitor and evaluate both the curriculum and the attainment of pupils but this committee is not yet fully effective. Governors fulfil statutory requirements.
The school's evaluation of its performance	Satisfactory. The school has a general overview of its work and staff are committed to achieving goals as outlined in the school development plan. The school acknowledges its strengths and weaknesses and there is a healthy open and reflective culture established in the school. Evaluation of performance does not lead to clearly prioritised actions and the school development plan does not detail how standards will be maintained or improved.
The strategic use of resources	Good. The school has prioritised spending on curriculum resources and these are appropriate, varied and of good quality. In lessons resources are well used to support learning. The provision of the new computer suite, the new extensive range of science resources and the good selection of reading books are all examples as to how spending decisions have had a positive effect on the learning in the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • The pupils are expected to work hard and they make good progress. • Parents are involved in the life of the school. • The school promotes good standards of behaviour and pupils learn to become mature and responsible citizens. • The teaching is good. • The headteacher, staff and governors are approachable if there are questions or problems to be resolved. • Parents view the school as 'forward looking and dynamic'. 	<ul style="list-style-type: none"> • Parents believe that homework is helpful and supports learning but they are not always sure about what is required. <i>The inspection concluded that the new homework policy is helpful but not sufficiently well understood by parents at this stage.</i> • Parents do not feel they are always sufficiently informed about how well their child(ren) are getting on. <i>The inspection concluded that end of year reports are very informative and that the school employs a wide range of strategies to help keep parents informed.</i> • A minority of parents think that their child(ren) could be challenged just that little bit more. <i>The inspection team agreed with this view.</i>

A number of parents wrote to the registered inspector and these comments, along with the views expressed at the parents' meeting, demonstrate that parents are generally very pleased with the school. They recognise and value the improvements that have been made and are generally very pleased with the standards of work achieved by their children. The inspection team supports parents' positive views and agrees that the higher attaining pupils could be challenged just that little bit more.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is well above average in English, mathematics and science at both key stages

1. The pupils achieve standards in English, mathematics and science that are well above those found nationally.
2. The pupils enjoy interesting and varied English lessons. The youngest pupils have a good knowledge of sounds, listen well in class and follow instructions carefully. By the age of seven they have developed good reading skills and in their writing they spell simple words accurately and write interesting stories. By the age of 11 their writing is well developed and they write interesting and original texts. Their knowledge of spelling, grammar and punctuation is generally good. They read with growing enthusiasm. Some of the writing in history files, for example, was highly original and interesting to read. Teachers employ a good range of texts in lessons and the use of non-fiction has particularly motivated boys with their reading and writing.
3. In mathematics the pupils develop good number knowledge. They are confident to add, subtract, multiply and divide, develop quick recall of number facts and they are confident to participate in lessons. They are aware that there are different ways of solving problems and they listen to and adapt the ideas of others. In one lesson the lower attaining pupils made very good progress in learning to tell the time as they were well supported by the use of appropriate resources and a classroom assistant who was clear about what she needed to do to support the learners. Her questions were challenging and the teacher had effectively prepared this adult for the lesson.
4. Science is taught through an investigational approach. This is highly effective and pupils quickly develop ideas for carrying out investigations. By the age of seven many pupils were observed working well above the expected level. When investigating what happens to a moving toy car when the slope is increased they justified their answers using their previous learning and they showed real understanding about fair tests. *'As the slope gets higher the wheels on the car go round faster - so it must get to the bottom faster'* was observed by one pupil. Throughout key stage 2 pupils continue to make good progress and make informed predictions. They use equipment with growing care and accuracy and make sensible conclusions. For example, a group of higher attaining pupils could predict that a hot drink would cool down rapidly to begin with but this rate would then slow. They used a computer spreadsheet program to plot their results in a graph in order to show what they had predicted in an interesting way.

Teaching is good throughout the school

5. The quality of teaching is good overall. All lessons observed were at least satisfactory and most of those taught by a subject co-ordinator or by a specialist teacher were judged as very good.
6. The headteacher has been very successful in recruiting high quality staff to the school and has ensured a good range of skills and expertise is available within the school. Teachers are effectively deployed and are enthusiastic about their work. Specialist subject teaching, observed for example in physical education, Information communications technology (ICT), French and music, ensures that the pupils develop a deeper understanding of these subjects. These approaches have contributed to the high standards achieved by the pupils in English, mathematics, science and ICT.
7. Teachers remain motivated and confident as they teach their main areas of curriculum expertise. As a result teachers have to plan fewer subject areas and this gives them the time required to plan in detail their teaching of literacy and numeracy. Teacher morale is high within the school and teachers are confident that they can address new initiatives effectively.

8. Teachers are well informed about the subjects they teach and this has greatly enhanced the standards achieved by pupils. Co-ordinators have produced clear teaching guidelines and schemes of work and they support colleagues with ideas and resources at the planning stage. Good teaching is characterised by good use of questions, interesting activities and teachers making sure time is used to good effect throughout the main teaching activity in each lesson.
9. Support staff and parents who support learning are highly effective in the classrooms. Teachers involve them in planning, employ them meaningfully during lessons and involve them appropriately in activities. Support staff are particularly skilled in asking questions and relate well to pupils. Lower attaining pupils often make very good progress in lessons thanks to this support.
10. In the very best lessons teachers share their learning objectives with pupils, often writing them on the board, they really probe answers given by the pupils rather than accepting weak responses and use pupils' answers as a way of addressing anything the pupils do not understand. Learning is more active, engaging pupils in investigation and problem solving and lesson endings ensure that the teacher has assessed what the pupils can and cannot do in order to determine the start of the next lesson. As a result very good pupil progress was observed in these lessons and the learners understood the purpose of their learning tasks and were able to talk clearly about their achievements.

The school provides a broad and balanced curriculum that motivates pupils and staff alike

11. The school is not only successful in achieving well above average standards in the core subjects but the broader curriculum is also a strength of the school. Recent developments selected by the school include those with a strong environmental element, ICT and science.
12. Flexible curriculum approaches, such as setting in mathematics and teaching classes in year-groups or with specialist teachers, has helped ensure high standards are maintained across the broader curriculum.
13. The Brill 'Greening' Project has led to the school constructing a willow dome, establishing an organic garden and the building of a pond. Solar panels have been fitted in order to power the new ICT suite and the pupils are taught to respect and value their school, village and local environment.
14. There have been significant developments in the teaching and learning of computer skills. Some 15 new computers are now networked and all pupils in key stage 2 have their own email address. In lessons pupils used ICT to very good effect - importing photographs to enhance their written work, creating graphs and the like. The pupils clearly enjoy using the ICT suite and in these lessons are highly motivated, learn new skills and knowledge of programs very quickly and talk with excitement about being able to email friends and family.
15. Since the last inspection the school has made very good improvements to the science curriculum. The helpful scheme of work, the well-organised resources and the training and support given to teachers have enabled improvement in standards in investigational science.
16. The school has established firm links with schools in Paddington and Spain and children from these schools come to live with the families in Brill. Through this approach the pupils develop a deeper understanding of other cultures or of children from different backgrounds. A wide range of educational visits support all areas of the curriculum and are appreciated by parents and pupils alike. Visiting musicians, an artist in residence and outdoor performances from a Shakespeare company all contribute to the exciting curriculum promoted by the school.
17. There is a good range of 'after school' clubs and activities and teachers and parents give freely of their time to develop the particular skills, talents and interests of the pupils. Throughout the inspection the pupils talked warmly of their school, saying how much they enjoyed lessons and appreciated their teachers. In lessons their behaviour was very good. Pupils like their school and feel that there is little that could be improved.

The school has made good links with the community

18. Parents support the school in a variety of ways. A large number of parents work alongside teachers in lessons. They offer valuable help and support to pupils and teachers. Parents take responsibility for supporting learning in lessons. They were observed supporting special needs pupils effectively as well as hearing readers and asking challenging questions during a science investigation.
19. Parents were pleased to be involved in the development of the school's behaviour policy. They would welcome other opportunities of a similar nature as it helps them understand their role in supporting the school. The school has a clear and helpful homework policy. This has been shared recently with parents using a good strategy but not all parents are yet clear about these expectations. Parents are expected to support raising standards by ensuring homework is completed.
20. Governors, parents, teachers and members from the local community are involved in out-of-school clubs and activities. The 'Greening' project and 'Brillennium' Book are two of the examples that have had a positive impact on pupils' learning. The community works hard to raise large sums of money that enable this small school to provide very good resources for pupil learning. There is close liaison between the independent, on-site nursery class and reception teachers. Nursery children are invited to school events and as a result settle very quickly when they start school.
21. Seventeen per cent of parents who returned questionnaires felt that they were not sufficiently informed about how their child was getting on at school. Inspectors concluded that parents receive very good end of year reports from teachers. These are thorough and informative. Throughout the year parents also have opportunities, both formal and informal, to meet with class teachers. Parents report that teachers are accessible and helpful. The home to school contact book is useful and well used by many parents.
22. The school has established very good relationships with parents. There is strong parental satisfaction with the school and it is now over-subscribed. This close partnership has contributed to the high standards achieved by the pupils.

WHAT COULD BE IMPROVED

The approach to analysing pupil performance, setting pupil targets and monitoring of pupil progress

23. The school has analysed pupil performance for the last two years and set end of key stage targets in English and mathematics for pupils in key stage 2. The Local Education Authority has approved these targets and statutory requirements are fully met in this respect. Although not legally required the school has undertaken a similar process for pupils in key stage 1 and this is regarded nationally as good practice.
24. In comparison to pupils' ability and the standards achieved in the 1999 end of key stage 2 tests, the published targets for 2000, at 80 per cent English and 75 per cent mathematics, are unchallenging. Targets to be published for 2001, advised as 88 per cent in English and 92 per cent in mathematics, are sufficiently high but do not match the data analysis produced by the school.
25. Co-ordinators for English, mathematics and assessment are not yet involved in the target setting process. As a result they cannot interpret whole school targets into key actions that will ensure standards are sustained or improved further. Effective setting of targets for each pupil has not been established other than for those with special educational needs. The monitoring of pupil progress is at an early stage of development and assessment used by teachers in lessons is not fully effective. Inconsistency in data collection and analysis, lack of governor involvement and the lack of a systematic approach to assessment and monitoring of pupil progress have led to the school identifying unchallenging targets.

26. The school development plan does not make sufficient use of the information available. As a result actions to support improvements, and thus raise attainment even further, are not effectively identified as actions in the school development plan. Governors recognise these weaknesses and have altered the function of one of its committees. The 'Curriculum and Attainment Committee' now has a brief to check on targets and standards and advise the governing body. The headteacher has carefully steered this development and it has the hallmarks of a successful way forward.
27. The last inspection identified day-to-day assessment and marking of pupils' work as key issues for action. The school acknowledges that it has taken time to address these issues and the current school development plan is designed to speed up improvement of these aspects. Recently the school has introduced an assessment map linked to individual pupil portfolios. Strategies for recording pupil progress in the core subjects have been established and this start provides a useful framework on which to build.
28. Teachers are uncertain about individual pupil targets as they have not been sufficiently involved in the whole school target setting process. As a result whole school targets are not interpreted for individual pupils and classroom strategies to support pupils in achieving these targets are lacking. This is an important omission in the process given that this development requires teachers to make refinements to their approaches in the classroom.
29. The ends of lessons are often less successful in evaluating how much the pupils have understood and, as a result, on-going checks of progress in lessons do not sufficiently pick up on the problems or difficulties that the pupils encounter. Work in books is not always dated and this makes it hard for teachers to track improvement in performance over time. The marking of work does not sufficiently evaluate learning against the teacher's learning objectives. The purpose of marking is not consistently understood and there is an absence of comments that would enable pupils to improve their work. Teachers are often over-reliant on the mathematics scheme and worksheets and, as a result, higher attaining pupils' progress is limited by undemanding or uninteresting activities.

Pupils' involvement in their own learning

30. Following the last inspection the OFSTED Action Plan stated as success criteria that:
 - *Pupils are involved in the marking process.*
 - *Pupils are actively involved in self-assessment (of their learning).*

Given the delay in implementing improvements in assessment these criteria have yet to be realised.
31. During lesson observations and through structured interviews we asked pupils about their learning. In lessons pupils were able to tell us about their immediate learning but were less certain about what they had achieved over time or what needed to improve in the near future. Year 6 pupils were puzzled by some of our questions. When we explained how they might be involved in assessing their work and setting their own learning goals they were attracted to the idea but agreed that it was not a current feature in the school.
32. The higher attaining pupils, whilst making satisfactory progress in lessons, are not consistently challenged by their activities as they progress through the school. A small number of parents raised this issue at the parents' meeting with the registered inspector and the inspection team agrees with their view that some pupils could be challenged, as one parent put it, '*to give just that bit more.*' For example, over-reliance on the mathematics scheme has limited the opportunities for pupils to invent and solve problems and in English there are insufficient opportunities for pupils to improve the use of language in their writing.
33. In the best lessons the pupils were highly engaged in their learning and skilful questioning probed weak responses. Pupils as young as six years of age were observed evaluating their learning as they described their thoughts and views to their teachers. The approach for assessment being developed in ICT is an example of the very good practice that is developing in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. The school should now:

(1) Improve assessment practices in order to ensure that school targets are realised by:

- increasing governor and teacher knowledge and understanding of data analysis and target setting approaches; (*paragraphs 25,26,28*)
- involving staff further in discussion about individual pupil targets and performance; (*paragraphs 25, 28*)
- plotting the anticipated steps/levels that pupils should progress to each year; (*paragraph 25,27*)
- monitor individual pupil performance at the end of each year; determine whether or not they are making progress as anticipated; take necessary action within teaching and learning programmes; and link any key actions into the school development plan; (*paragraphs 25,26,27,28*)
- improving ends of lessons by engaging pupils in explaining their learning and through careful use of teacher questions to address any misconceptions demonstrated by the pupils; (*paragraph 29*)
- ensuring teachers' comments in books relate to learning objectives and individual pupil targets and that they are written in a way that is helpful to the pupils in setting their own learning goals. (*paragraph 29*)

(2) Improve pupils' involvement in the learning process by:

- sharing and building on the good practice already employed within the school; (*paragraph 33*)
- involving pupils in setting their own learning goals; (*paragraphs 30, 31 and 33*)
- developing a range of approaches that enable pupils of different ages and abilities to evaluate their own learning; (*paragraphs 32,33*)
- increasing the range of teaching strategies employed to enable pupils to be more effectively engaged in learning. (*paragraphs 31,32,33*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	25	40	25	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y1 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)		148
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 - Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		24

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

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2	16	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	15
	Girls	15	17	16
	Total	30	33	31
Percentage of pupils at NC level 2 or above	School	91% (83%)	100% (83%)	94% (89%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	17	16	17
	Total	32	31	33
Percentage of pupils at NC level 2 or above	School	97% (83%)	94% (83%)	100% (89%)
	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
		6	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	7
	Girls	14	14	14
	Total	18	20	21
Percentage of pupils at NC level 4 or above	School	86% (85%)	95% (79%)	100% (89%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	7
	Girls	14	14	14
	Total	18	20	21
Percentage of pupils at NC level 4 or above	School	86% (74%)	95% (78%)	100% (89%)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	148
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		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.

Teachers and classes

Qualified teachers and classes: Y1– Y6

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	20.5
Average class size	29.6

Education support staff: Y1 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	77

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1998/99
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	£
Total income	267,939
Total expenditure	270,253
Expenditure per pupil	1,767
Balance brought forward from previous year	4,546
Balance carried forward to next year	2,232

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	148
Number of questionnaires returned	94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	46	51	2	0	1
Behaviour in the school is good.	47	46	3	0	4
My child gets the right amount of work to do at home.	29	50	17	3	1
The teaching is good.	68	30	1	0	1
I am kept well informed about how my child is getting on.	39	43	15	2	1
I would feel comfortable about approaching the school with questions or a problem.	75	20	4	1	0
The school expects my child to work hard and achieve his or her best.	63	30	5	0	2
The school works closely with parents.	48	37	12	1	2
The school is well led and managed.	67	31	2	0	0
The school is helping my child become mature and responsible.	59	37	1	0	3
The school provides an interesting range of activities outside lessons.	43	40	9	2	6