

INSPECTION REPORT

BOTTISHAM COMMUNITY PRIMARY SCHOOL

Bottisham

LEA; Cambridgeshire

Unique reference number: 110669

Headteacher: Mrs C Barclay

Reporting inspector: Mrs S Gollop
3562

Dates of inspection: 8th – 9th May 2000

Inspection number: 189602

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant with nursery
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Beechwood Avenue Bottisham Cambridge
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Turner
Date of previous inspection:	10 th – 14 th June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bottisham Community Primary School serves the three villages of Bottisham, Quy and Lode and their surroundings, a largely rural area where most homes are privately owned. The school is situated in extensive and beautiful grounds in a quiet, residential area of Bottisham. Since the last inspection in 1996, the demountable classrooms have been replaced so that the school is now housed in one building. There are 250 full-time pupils on roll and 30 part-time pupils in the nursery. Pupils enter the full-time reception class in the September following their fourth birthday. Currently, 4 pupils speak English as an additional language and there are 4 Traveller pupils on roll. 7.3% of pupils are entitled to free school meals, which is below average. 55 pupils are on the school's register of special needs, including 4 pupils with statements, which is about average. The average class size is 31.3, which is well above average. Pupils' attainment on entry to school is above average.

HOW GOOD THE SCHOOL IS

Bottisham Community Primary School is a good school with many strengths and no major weaknesses. The overall quality of the teaching is good and pupils enjoy learning. They work diligently and with enthusiasm; by the time they leave the school, they achieve very good standards across the curriculum in English, mathematics and science. The headteacher gives a clear lead in promoting high standards of achievement and behaviour. She is well supported by the school governors and staff. Relationships are particularly good; pupils enjoy coming to school and they are proud of it. The school is very much part of the community and parents are supportive and helpful. Given the good standards of attainment, the good quality of teaching and the low income and expenditure per pupil, the school gives very good value for money.

What the school does well

- Standards of attainment are high; attainment in the core subjects of English, mathematics and science is well above average by Year 6
- The ethos of the school encourages very positive attitudes and values; pupils are caring, very well-behaved and confident, enthusiastic learners
- Teaching is good overall; it is consistently good in the nursery and particularly good at Key Stage 2
- Provision for pupils with special educational needs is good
- Leadership and management are good; the headteacher gives clear direction to the school's work and she is well supported by governors, staff and parents

What could be improved

- Some aspects of provision for pupils under five
- The balance of the curriculum at Key Stage 2
- Some of the procedures for assessing performance and tracking pupil progress

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards in Key Stage 1 have improved since the last inspection and although writing has been a cause for concern, there is evidence of improvement following effective intervention. The very good standards at Key Stage 2 have been sustained. Spelling at Key Stage 2 and handwriting at Key Stage 1 were criticised in the last inspection report;

handwriting is now a strength of the school and spelling is good at Key Stage 2. The proportion of very good teaching has risen from 6% to 21%. The school and governors have worked hard to come to grips with fluctuating pupil numbers and a tight budget. A subsequent reduction in staffing has given rise to very large classes at Key Stage 2. Policies concerning collective worship, safety, registration and induction are now in place. The role of the subject coordinator is now developing effectively.

The school was last inspected in 1996 and has made good progress since then.

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	A*	A	A	B	well above average A above average B average C below average D well below average E
mathematics	A	A	A	C	
science	A*	A	A	B	

At eleven years old, results in the national tests when compared with all schools nationally, have been well above average in each of the past three years. When compared with similar schools, standards in 1999 were above average in English and science, and average in mathematics. The work seen during the inspection confirms this picture at Key Stage 2, but with more pupils expected to achieve level 5 in this year's tests. Standards in English are particularly good in Year 6 where writing is confident, exciting and fluent, and where pupils read widely and with considerable competence.

At seven years old, results in the national tests in 1999 when compared with all schools nationally, show that standards in reading were well above average, above average in mathematics and average in writing. Taking the results of the past four years together, the performance for both boys and girls was well above average in all three tests. When compared with similar schools, standards in 1999 were average in reading and mathematics and well below in writing.

Standards in writing are now improving and results this year will be better. Standards in science, based on teacher assessment, were well below average in 1999 but inspection evidence suggests standards are at least average; the discrepancy might be explained by some inadequacy in the teacher's assessment as well as difference in year group ability. Overall, the inspection judges standards in reading to be very good, good in mathematics and about average in writing and improving. There is scope for extending the more able pupils, particularly in mathematics.

By the end of the Reception class, most pupils are working within the early stages of the National Curriculum and achieving standards in literacy and mathematics, which are above average for pupils of this age.

Targets for English and mathematics are appropriately challenging and include an increase in the proportion of pupils expected to attain level 5. Pupils with special educational needs

are making good progress because of the good provision. Challenge for the more able pupils at Key Stage 2 is effective and they achieve well but this is less evident at Key Stage 1. Boys and girls achieve equally well in this school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about school and enjoy learning. They are very keen to join in and make a contribution to all aspects of school life, both in and out of class.
Behaviour, in and out of classrooms	Very good. The good standards of attainment are consistently enhanced by the behaviour of the pupils. They engage in good-natured play and work effectively in groups as well as individually. Pupils are helped to understand how good behaviour promotes good learning for everybody.
Personal development and relationships	Very good. Pupils are kind and helpful to each other and listen courteously. The teachers' and other adults' respectful manner to pupils provides an excellent model, enabling pupils to take risks and explore possibilities for learning and living together in a caring environment.
Attendance	Satisfactory. Although there is no unauthorised absence, the headteacher and governors are concerned about the number of parents who take pupils out of school for holidays.

The school has been unfortunate in the long-term absence of the deputy headteacher following an accident. It is clear that she is very much missed by the whole school and particularly by her class, who have been taught by a succession of supply teachers. The attitudes and behaviour in this class are not always as good as in the rest of the school.

TEACHING AND LEARNING

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

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

Teaching overall is good. During the inspection, 91% of the teaching was satisfactory or better of which 44% was good and 21% was very good or excellent. 9% of the teaching was unsatisfactory; this occurred in the Reception class, where there is some lack of clarity about provision for this age group, and also in Year 5 where the temporary teacher is new to the school. Teaching in the nursery is consistently good, supported by a very effective nursery nurse. The nursery gives pupils a happy and confident start to school. Teaching is particularly good overall in Key Stage 2, where demands are high and pupils are expected to work hard and achieve to the best of their ability.

Teaching is good overall at Key Stage 1; an excellent session was observed in Year 1 which was stimulating, challenging and extended pupils' learning to the full. Occasionally

the use of too many work sheets gets in the way of independent and active learning for the older pupils in Key Stage 1. The teaching of English, including literacy, is good with a rigorous focus on the teaching of phonic skills, although some sessions are too long for the Reception pupils. Numeracy skills are taught effectively, particularly in mental mathematics, where pupils show competence and confidence in handling numbers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is broad and it is enriched by a range of stimulating visits and visitors to the school, and by extra-curricular activities.
Provision for pupils with special educational needs (SEN)	Good. The coordinator for special educational needs is efficient and committed. Teachers and very effective Learning Support Assistants work hard to meet the needs of these pupils and to promote their self- esteem.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral and social development are very good. Pupils clearly understand what is right and wrong. They are helped to work together harmoniously and effectively, drawing on each other's strengths.
How well the school cares for its pupils	Good. This is a very caring school; child protection procedures, health and safety and welfare arrangements are good. Behaviour management is fair and consistent. Procedures for assessment and tracking progress are not yet sufficiently robust.

At Key Stage 1 and in the Reception class, some of the sessions are too long. In Key Stage 2, the working week is shorter than the recommended minimum. Although the curriculum fully meets statutory requirements, different groups, including the older pupils, expressed some concern about reduced time now being given to the arts and physical education in particular. Parents, whilst expressing satisfaction with the good standards, also noted this, suggesting that time for literacy and numeracy had increased at the expense of other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher gives a clear lead and since her appointment, has implemented consultation procedures and systems for evaluating quality. She is well supported by senior staff, but the deputy headteacher is missed as a crucial member of the senior management team.
How well the governors fulfil their responsibilities	Good. Governors are playing an increasingly effective and strategic role. Committees and working parties are in place and the chair of governors gives a good lead.

The school's evaluation of its performance	Satisfactory. The senior management team engages in analysis of performance, including regular monitoring of teaching; all teachers have a termly development meeting with the headteacher. As yet, all teachers are not fully involved in procedures which systematically evaluate the school's strengths and weaknesses.
The strategic use of resources	Good. The school's spending decisions relate to the school's priorities for improvement and the benefit for the pupils. The principles of best value are applied to major spending decisions.

The school's grounds are extensive and provide very good opportunities for different kinds of play, including the quiet area in the beautiful courtyard for tranquil recreation. Pupils appreciate their surroundings. The school is well maintained and very clean. Resources have been made to fund additional Learning Support Assistants, which help to off-set the impact of large class sizes.

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 expects their children to work hard and achieve their best • Parents feel comfortable about approaching the school with a question or problem • The teaching is good • Behaviour in the school is good • Their children like school • Their children are making good progress 	<ul style="list-style-type: none"> • The amount of homework • Information about how their children are getting on • The range of activities outside lessons

The inspection team endorses the parents' positive views about the school. Opinion about homework was divided; some felt there was too much and some too little. The inspection team feels that the school has got it about right apart from the long written project at Key Stage 2; this is rather vague in its requirements and relies heavily on parental support and resources, which might be available for some children and not others. Many parents, however, enjoy working on these projects with their children.

Parents have access to the teachers through formal consultation evenings twice a year and teachers are very accessible to parents. However, the inspection team agrees with parents that information provided in end-of-year reports is not sufficiently clear about attainment.

There is a range of extra-curricular activities provided in the lunch hour and after school, which the inspection team found to be appropriate for a school of this size. Music is a strength; the orchestra is a particularly notable feature of school life.

The overwhelming concern raised by parents, at the meeting and by letter, focused on the very large classes in Key Stage 2. The inspection team found that behaviour and attainment in these classes were good and that the detrimental impact fell on the teachers, largely because of marking loads and other paperwork. The second major issue arose from the long-term absence of the deputy headteacher, which has been very difficult for all involved, but particularly for the pupils in her class. The inspection team agrees with parents that the situation is a cause for concern, but believes that the school has pursued all possible avenues to resolve it.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment

1. Throughout the school, standards in speaking and listening are very good. Pupils listen courteously and attentively which means that their learning is enhanced and time is not wasted in class. They speak with fluency and expression from an early age and this is consistently encouraged by the school and supported in Key Stage 2 by homework to promote public speaking. The pupils are proud of their achievements in the 'Youth Speaks' national competitions. In the assembly following the return of Year 6 from their school journey, every pupil spoke without the support of text and every pupil was engaging and audible. Good general knowledge displayed by the pupils in this school contributes to the interesting content of what they have to say.

2. Since the last inspection, the school has worked hard on improving standards in handwriting and presentation. Handwriting is now a strength of the school; cursive writing is taught very early and by the end of Year 1, pupils have developed a secure and joined-up style. Work is presented very well. Reading is also a strength of the school and pupils make a good start in the nursery.

3. Standards of attainment in last year's tests for Year 6 pupils are very good in the core subjects compared with the national average. Compared with similar schools, standards are above average for English and science and average in mathematics. The current Year 6 pupils are expected to do better than last year and the inspection confirms this prediction.

4. Standards in English are particularly impressive in Year 6; the pupils read avidly and widely and they write with flair, imagination and maturity. In a session on the work of H.G.Wells, pupils were able to write in a similar style and use effective language to describe a writhing monster; one child wrote 'Its sinuous coils had encaged him'. In Year 4 where standards are very good in English, pupils were working on similes and the teacher asked the more able pupils to use them in rhyming couplets, for example; 'As soft as a cat's paw/As dusty as an ancient door'.

5. Literacy skills support high standards of work in other areas of the curriculum and work seen in history and religious education is very good because the pupils can communicate findings with ease and use language well to explore their own understanding. The 'chaotic spelling' referred to in the last inspection report at Key Stage 2 has been replaced by accuracy and attention to spelling conventions.

6. Pupils are confident in word processing and data handling; these aspects of information and communication technology (ICT) are well developed and support other

subjects across the curriculum. In the summer term, the Year 6 class organises the production of a school newspaper, with contributions from Key Stage 2 pupils. The finished result is of a very high standard and good use is made of ICT skills.

7. Standards in mathematics are very good in the Year 6 class and a significant number of pupils are working competently at level 5. They can apply their mathematical skills and understanding to problem solving tasks and to number investigations. They are confident and proficient in their use of number, which they demonstrate in their daily mental and oral sessions. Their mathematical ability enhances performance in other subjects, such as science, environmental studies and design and technology.

8. At seven years old, results in the national tests in 1999 when compared with all schools nationally, show that standards in reading are well above average, above average in mathematics and average in writing. Taking the results of the past four years together, the performance for both boys and girls is well above average in all three tests. When compared with similar schools, standards in 1999 are average in reading and mathematics and well below in writing. Standards in writing are now improving and results this year will be better. Overall, the inspection judges standards in reading to be very good, good in mathematics and at least average in writing, and improving. There is, however, less challenge provided for the most able pupils at the end of Key Stage 1 than at the end of Key Stage 2.

9. Writing in last year's tests for seven year olds was a particular disappointment. Writing at Key Stage 1 has been a focus for improvement over the past year, and parents are involved each week in supporting writing in school. During the inspection, nearly 40 parents came into school for a shared writing session; these sessions are very much enjoyed and in the short time available, pupils wrote in quantity and to a good standard.

10. Standards in the nursery are good and work seen in literacy, physical education, creative work and knowledge and understanding about the world demonstrate good standards for pupils of this age. They can use the mouse on the computer, click and drag items and follow simple instructions. In a science lesson, pupils operated the tape-recorder, listening carefully to the tape on instructions for planting a seed and switching the machine on and off in between tasks. The activity was completed carefully with little intervention from the teacher. In literacy they are learning to read and write their names, recognise sounds and match them to letters. They enjoy books and they are introduced to a wide range of texts. By the end of the Reception class, most pupils are working within the early stages of the National Curriculum and achieving standards in literacy and mathematics, which are above average for pupils of this age.

The ethos of the school

11. The ethos of the school is very positive. It promotes confident learning because pupils are constantly urged to 'have a go' in a climate where making a mistake is seen to be part of good learning. This means that pupils are prepared to take risks, which often leads to adventurous outcomes and independent effort. This encouragement to work with independence is a strength of the school and pupils of all ages are given the confidence to try. Pupils are also able to work purposefully in groups because group work skills have been systematically developed. In their assembly accounts of daunting physical activities during the school journey, the class teacher reminded Year 6 pupils about how individual achievement was made possible by good teamwork.

12. Pupils have very good attitudes to school. They enjoy coming to school and they take pride in their learning. In talking to a group of Year 6 pupils, one pupil said that it was 'a privilege to come to this school'. They appreciate the beauty of the school grounds, the good teachers and the extra-curricular activities. They are confident that they will be listened to and that problems will be dealt with. They are consulted about their school; the Parent-Teacher Association raises money for the school and pupils are involved in deciding how it is spent.

13. Behaviour in class and around the school is very good. Pupils are well-cared for and in turn, they care for each other and their surroundings and they respect different opinions. The school includes Personal, Social and Health Education (PSHE) in its curriculum, which enhances the quality of relationships and helps pupils to deal with difficult situations through effective communication. All the adults in the school show mutual respect for each other and for the pupils, and this modelling of good relationships has a deep and positive impact on the pupils.

14. Pupils have a well-developed sense of personal responsibility. Older pupils take care of younger pupils at lunch and at play, and hear them reading. They support charities, contribute to village events and all age groups are expected to undertake a range of duties each day. Moral development and social development are particularly good throughout the school. There is a strong moral code and pupils have a clear sense of right and wrong; older pupils can talk about complex moral issues in some depth. The tradition of public speaking and debate in the school contributes to this development. Pupils are helped to understand how good behaviour promotes good learning for everybody.

The quality of teaching

15. Overall the quality of teaching is good. It plays a key role in promoting good standards of attainment and behaviour so that pupils enjoy their learning and want to work hard. 91% of the teaching was satisfactory or better, of which 44% was good and 21% was very good or excellent. The proportion of very good and excellent teaching has increased significantly since the last inspection from 6% to 21%. Of the 34 lessons observed, two were judged to be unsatisfactory and one was poor.

16. The quality of teaching is particularly good at Key Stage 2 where, in spite of large classes, some very good teaching promotes an excitement for learning and a real spirit of enquiry. Able pupils are not allowed to coast but are expected to use their talents and energies to the full. Pupils with special educational needs are similarly expected to work hard and achieve to the best of their ability. Teaching is good in Key Stage 1 overall, with some exhilarating teaching observed in Year 1. Here the teacher's enthusiasm for promoting good learning is infectious and pupils are totally involved. Teaching in the nursery is consistently good; the environment is a secure place for experimenting and solving problems and the youngest pupil is able to respond to challenge.

17. Good teaching is characterised by effective use of questions, which require pupils to think carefully, to speculate, to reason and to improve. Teachers are often heard to say 'Why do you think that?' and 'What else could you do to make it better?' Pace is good and by the end of a session, pupils make significant progress and produce work that is both good and plentiful. Time is well-used. All teachers exploit the daily procedures of registration, dinner and bus travel records for learning, usually in mathematics or English. In Year 2, the pupils were required to answer the register including the cluster 'in' within the response; 'invincible', 'information' and 'introduce' were some of their replies. Teachers make explicit what pupils will be learning in each session and this helps them to understand

what they are doing and how new learning builds on previous learning. Teachers are clear about what they expect in terms of behaviour, attainment and effort and the pupils rise to the challenge.

18. The school has worked hard to implement the national strategies for literacy and numeracy and teaching is good overall and often very good, with a strong emphasis on basic skills. From the nursery, the pupils are introduced to phonics and the teaching of phonics is good throughout the school. These young pupils are also encouraged to write in their play and use number, as in the Flower Shop and the Veterinary Surgeon role play corners. Pupils are taught the correct terminology so that they can talk about what they know; 'I need a long vowel phoneme here' said a Year 1 child when thinking about his spelling of 'meal'. In mathematics, the mental and oral work is well managed and full of pace so that pupils handle numbers with enjoyment and confidence, and use them in practical work and in their investigations. Teachers use mathematical situations from daily life, such as in estimations from the world of football, and averages and percentages in village census records and 'quality of life' surveys.

19. In the best sessions, teachers give pupils opportunity for choice. In a Year 3 and 4 history lesson and in a Year 6 science lesson, pupils were required to record their findings in their own way and they demonstrated confidence and imagination in their choices. The Year 1 pupils were encouraged to choose from a range of materials for designing and making mantlets and shields as part of their history project on Medieval Castles. This is all part of the culture of high expectations, which is at the heart of the teaching in the school.

Provision for pupils with special educational needs

20. Pupils with special educational needs make good progress because provision is good. The coordinator is effective and committed. Review of progress is termly and parents are fully involved. Individual educational plans are good with clear targets. Teachers are careful to plan for different needs so that all pupils can access the curriculum and succeed to the best of their ability. Pupils with special educational needs are expected to work hard and to try. They are encouraged to work with as much independence as possible; support is available which does not encourage dependence. The ethos of the school promotes high self-esteem and teachers and support staff are particularly concerned to ensure that pupils with special educational needs feel valued.

21. The Learning Support Assistants are particularly skilful in providing sensitive support. They work in close partnership with the class teachers. In small group work they guide, encourage and maintain the pupils' confidence through good use of praise. In whole class sessions they sit close to their group of pupils and ensure they are involved by discrete prompts and questions. The Additional Literacy Support is effective and pupils, who are part of this scheme in Years 3 and 4, are learning and making good progress in phonics and spelling.

The leadership and management of the headteacher, supported by governors, staff and parents

22. The headteacher was appointed in September 1999 and since then, has made a significant impact on the strategic work of the school. At the last inspection, the report stated that leadership was focused almost wholly on the headteacher who at the same time, was seen to be too involved in day-to-day issues. Subject coordinators are now taking a lead in developing their subject areas and much of the day-to-day administrative work has now been devolved to the secretarial staff.

23. The headteacher is very clear about the school's core purpose of achieving high standards of attainment and discipline through good teaching and good pupil care. She has introduced systems for monitoring teaching and learning. Teachers are observed in class by the headteacher, and subject coordinators have begun to play a key role here. Pupils' work is examined and planning is scrutinised. The headteacher interviews teachers each term to discuss their subject area and to set targets for achievement. She analyses performance data with senior staff and uses the data to inform planning and action. She consults widely and seeks the views of staff, governors and parents.

24. Parents appreciate and contribute to the work of the school. They value opportunities to play a part in school life; they work in class as voluntary helpers, encourage children with their homework and support the work of the Parent-Teacher Association, which is very committed and active, particularly in raising much-needed funds for the school.

25. The school development plan is a useful tool for managing improvement. Priorities for improvement have been identified and they are very appropriate areas for development, including raising standards of writing at Key Stage 1, the implementation of the new Foundation Stage for the nursery and Reception age pupils, the development of the subject coordinator role in order to raise standards and the development of ICT.

26. Governors are now much more involved in the life and work of the school and are playing a more strategic role in its development. The chair of governors gives a good lead and he is well supported by the rest of the governing body, and in particular by the chair of the finance committee. Since the last inspection, where lack of strategic planning was seen as a weakness in managing the impact of fluctuating pupil numbers, the decision to reduce staffing has been taken and long-term projections are now in place. However, in order to off-set the reduction in staffing, governors and the headteacher made the decision to increase the number of Learning Support Assistants so that standards and the quality of teaching and learning might be maintained.

27. The long-term absence of the deputy head has placed a considerable burden on the school. She is a highly valued colleague and teacher, and as a leading mathematics teacher, she brings considerable subject expertise to the school. In her absence the two senior teachers have taken on additional responsibilities to support the headteacher.

WHAT COULD BE IMPROVED

Some aspects of provision for pupils under five

28. The nursery is detached from the rest of the school both in terms of curriculum and physical provision, although there are informal systems of communication in place. There is little joint planning of the curriculum between the nursery and the Reception teachers. Subject coordinators have no real oversight of their subject area in the nursery. There is good quality outside play space for pupils in the nursery, which is secure, but there is no similar provision for the Reception pupils. Because of this separateness, there are inconsistencies about what is expected of and provided for all pupils under five.

29. The school has begun to consider the necessary changes to enable the implementation of the Foundation Stage and the early learning goals, and recognises that these changes will require support through training, which has already begun. The

headteacher feels that the principles and aims for the Foundation Stage will remove some of the uncertainty surrounding current practice and provision for all pupils under five.

The balance of the curriculum at Key Stage 2

30. Pupils, parents and teachers have some concern about balance of the different subjects across the curriculum and there was some agreement that subjects like art, music, drama and physical education needed more time. The inspection team confirms that the curriculum is broad and meets statutory requirements but that there is scope for further enhancing its balance in terms of giving more time to subjects other than the core subjects. Currently the length of the working week for pupils in Key Stage 2 is about an hour and a half less than the recommended minimum of 23 ½ hours.

Some of the procedures for assessing performance and tracking pupil progress

31. The teachers have worked hard to improve assessment, tracking of pupil progress and target setting systems recently, and they recognise there is still more work to be done here. Most teachers are using assessment levels, which are often too blunt and unrefined for accurate measurement of attainment. This makes tracking of pupil progress difficult over time and hinders the setting of useful pupil targets within the key stage and across key stages. Too little use is made of baseline performance data at Key Stage 1, which means that teachers cannot be sure that pupils are making sufficient progress through the key stage. There is also evidence that teacher assessment at Key Stage 1 is inaccurate, particularly with reference to science and to speaking and listening, where outcomes are unrealistically low.

32. Baseline assessment is in its early stages in the nursery, and although interesting records are maintained in the form of 'Look what I can do...' statements, it is not always clear how assessment of attainment matches National Curriculum levels on transition to the Reception class. This makes tracking pupil progress difficult.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now;

1. Plan for greater consistency of provision for pupils in the Reception year by continuing the development work already begun and by;
 - Ensuring that the curriculum for all pupils under five is jointly planned by all the teachers for this age group, informed by the principles and aims for early years education embedded in the Foundation Stage guidance published by the DfEE
 - Providing equal access for all pupils to high quality play resources, including outdoor provision
 - Supporting the transition from nursery to the Reception class so that the move is informed by good assessment and records of achievement
 - Evaluating and monitoring quality and standards across the nursery and Reception classes so that pupil progress and provision across the Foundation Stage are kept under scrutiny
2. Review the length of the working week for pupils at Key Stage 2 and consider ways of using any additional time to maintain and promote other aspects of the curriculum apart from the core subjects
3. Further improve assessment of performance and the tracking of pupil progress by;

- Refining the assessment levels so that they can be used more effectively to measure current attainment, set more precise targets for future attainment and to track progress over time
- Making better use of baseline data at Key Stage 1 so that teachers can ensure that pupils are making the appropriate rate of progress through the key stage
- Moderating levels of attainment at the end of Key Stage 1 to ensure greater accuracy in teacher assessment
- Ensuring that the end-of-year reports to parents give a clear indication of pupil attainment

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

34

Number of discussions with staff, governors, other adults and pupils

13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	18%	44%	26%	6%	3%	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)	30	250
Number of full-time pupils eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		55

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.3%
National comparative data	5.7%

Unauthorised absence

	%
School data	0%
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	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	17
	Girls	10	9	11
	Total	24	22	28
Percentage of pupils at NC level 2 or above	School	86	79	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	16	13
	Girls	9	11	9
	Total	22	27	22
Percentage of pupils at NC level 2 or above	School	79	96	79
	National	82	86	87

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	12	17	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	16	14	15
	Total	27	25	27
Percentage of pupils at NC level 4 or above	School	93	86	93
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	16	14	15
	Total	26	25	27
Percentage of pupils at NC level 4 or above	School	90	86	93
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	207
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	1	
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: Y[R] – Y[6]

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	29.4
Average class size	31.3

Education support staff: Y[] – Y[]

Total number of education support staff	7
Total aggregate hours worked per week	133

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	7.5
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	378031
Total expenditure	388826
Expenditure per pupil	1425
Balance brought forward from previous year	20453
Balance carried forward to next year	9658

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	265
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	8	1	0
My child is making good progress in school.	34	52	10	0	4
Behaviour in the school is good.	25	64	6	0	6
My child gets the right amount of work to do at home.	26	38	23	7	6
The teaching is good.	44	45	5	0	6
I am kept well informed about how my child is getting on.	21	52	22	4	0
I would feel comfortable about approaching the school with questions or a problem.	46	51	3	0	0
The school expects my child to work hard and achieve his or her best.	39	56	2	0	4
The school works closely with parents.	21	59	15	0	6
The school is well led and managed.	16	55	8	0	21
The school is helping my child become mature and responsible.	32	43	11	1	12
The school provides an interesting range of activities outside lessons.	20	43	23	2	12

Other issues raised by parents

Many parents voiced concerns at the meeting about the large classes in Key Stage 2, and about the absence of the Year 5 teacher and the succession of temporary supply teachers as a consequence.