

# INSPECTION REPORT

## **DUNDONALD FIRST SCHOOL**

Wimbledon London

LEA area: Merton

Unique reference number: 102628

Headteacher: Ms M Mudie

Reporting inspector: Linda Kelsey  
8851

Dates of inspection: 14-16 March 2000

Inspection number: 189872

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First School
School category:	Community
Age range of pupils:	3-8
Gender of pupils:	Mixed
School address:	Dundonald First School Dundonald Road London
Postcode:	SW19 3QH
Telephone number:	020 8715 1188
Fax number:	020 8715 1190
Appropriate authority:	The governing body
Name of chair of governors:	Mr D. Cowling
Date of previous inspection:	October 1996

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

### **INFORMATION ABOUT THE SCHOOL**

Dundonald First is a popular, larger than average first school situated in Wimbledon, South London. There are 325 pupils, aged three to eight years old, on roll with more boys than girls in most classes. Of these 104 pupils attend the nursery part time. The school is housed in a large Victorian building; classrooms and offices are located on two floors. A separate building is used as a dining hall and after school club. There are eight classes, two for each year group in the main school and one large classroom which is used as a nursery.

Most pupils come from better than average social backgrounds. The number of pupils eligible for free school meals is below the national average most years. Attainment is above average when pupils start full time education in the reception classes. Tests administered when pupils reach their fifth birthday confirm this. Girls perform marginally better at this age than boys. The number of children on the register for special educational needs is below average and the proportion with statements of special needs is also below average. However the number of pupils that attend the school that have English as an additional language is high. The children represent many nationalities and countries.

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

Dundonald First School is a successful and very effective school. Standards in English and mathematics are well above the national average because the overall standard of teaching is very good and pupils are keen to learn. The headteacher, governors and staff work well together to improve the school and maintain high standards. The school provides good value for money.

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

- Standards are high in English, mathematics and information technology. They are also above average in science.
- The teaching and the range of opportunities for learning in the nursery class are excellent.
- Teaching is very good. Adult support, especially classroom assistants, is very well deployed.
- Pupils' personal development and their relationships with each other and adults are very good.
- The leadership and management of the school and the involvement of governors are very good.

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

- The quality, consistency and use of marking to give pupils and teachers better information about the next stages of learning.
- The role of co-ordinators in monitoring of standards through analyses of data, reviewing teachers' planning and ensuring consistency of work across similar age classes.

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

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

The school has greatly improved since the last inspection in October 1996. Standards by the end of Key Stage 1 are well above average in English and mathematics and above average in science. Standards in Year 3 have improved and build successfully on the high results achieved by pupils by the end of Key Stage 1. Reading has improved and more pupils reach higher levels. Science standards are now higher in Year 3 and more pupils achieve better results in science investigations. Standards in information technology (IT) have improved since the school has focused resources and planning into improving the teaching and learning opportunities. There are more opportunities for spirituality in lessons and pupils' attitudes to learning have improved and are now very good. Attendance is better and now above the

national average. Pupils' personal development and their relationships with each other are better. Teaching is very good and there are now a significant number of good lessons and many more very good or excellent lessons. The school has increased the teaching time for Year 3 and improved the opportunities for outside club activities.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	B	A	A	B
Writing	C	A	A	A
Mathematics	B	A*	A	B

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

The table shows that in 1999 standards in reading at the end of Key Stage 1 were well above average nationally and above average when compared to similar schools. These have been maintained since 1998 and show an improvement since 1997. Standards in writing were well above average both nationally and when compared to similar schools. This has been maintained since 1998 and shows an improvement on performance since 1997. Targets set for this year are high and pupils are making good progress towards these goals. Standards in English are well above average for the pupils in Year 3. The majority read very well and their standards are equivalent to that of a nine year old (level 3). Standards in writing are also well above average and pupils use their literacy skills effectively. They build successfully on the high standards they achieved in Year 2 and use these skills well in other subjects such as history and geography.

Standards in mathematics are well above average nationally and above average when compared to similar schools. They are an improvement on performance from 1997. From the work samples and lesson observation it is clear that pupils are well on target to meet these standards this year. This progress in learning is maintained through Year 3 where work is at least at expected levels. The majority of pupils are achieving levels above that expected of them at this age. Standards in science based on teachers' assessments were above average at the end of Key Stage 1 in 1999. These pupils, now in Year 3, have maintained these standards. Standards in science for the present Year 2 are above average overall but are unlikely to be as high as in 1999. Standards in IT are above those expected nationally and well above what are seen in many schools with similar aged pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes and a willingness to work at school..
Behaviour, in and out of classrooms	The pupils have good behaviour and the school is an orderly community.
Personal development and relationships	Very good
Attendance	Good and above the national average.

Pupils have very good attitudes to school and enjoy their work. They are confident and keen to learn. Behaviour is good and the school deals very well with pupils who have special educational needs. The personal development of pupils is very good and the quality of relationships between pupils and with adults is very high.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Age 8
Lessons seen overall	Excellent	Very good	Very good

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

Teaching was very good in over half of lessons (57%) seen during the inspection. It is good in almost nine out of ten lessons (86%). Teaching is excellent in the nursery and very good throughout the rest of the school. There was no significant difference between the quality of teaching in Key Stage 1 and 2. Only one lesson (5%) seen during the inspection was unsatisfactory. This was where the teacher did not correct unsatisfactory behaviour and allowed children to talk while she was giving instructions. Basic skills in literacy and numeracy are taught effectively, planning is thorough and based on pupils' prior knowledge and understanding.

All teachers have high expectations of work and behaviour of pupils. As a consequence of the very good teaching pupils are motivated and enthusiastic about school and their behaviour is good in class. Classroom assistants are well deployed to work with groups and this supports learning for the most and least able pupils. The teacher who supports pupils with special educational needs is fully involved in planning their teaching and this has a positive impact on their learning in class. The nursery teacher uses her classroom and outside space very effectively to organise resources for pupils. This promotes and supports their developing independence at school. The IT suite is another effective resource which is encouraging, through regular use, the teaching of IT skills. Pupils' work is generally well marked but in some classes the quality of this is better than in others. In the best examples teachers use comments which will help the pupils to improve their work and at worst it is merely no more than a cross as a mark of something wrong or a negative comment to indicate that work is incorrect. This does not always encourage pupils to do their best work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	High quality curriculum in both key stages and excellent provision in the nursery class.
Provision for pupils with special educational needs	Very good support for pupils. The co-ordinator keeps very good records of pupils' individual progress through their education profiles.
Provision for pupils with English as an additional language	Provision is good overall. The school is aware of the additional needs of pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good.
How well the school cares for its pupils	Very good arrangements for child protection.

The school delivers a broad and balanced curriculum that covers all the areas of the National Curriculum. The provision for the nursery children is excellent and a full range of exciting themes and opportunities are offered to them through a carefully planned and structured programme of learning. Pupils with special educational needs are identified early either in the nursery or from assessment taken when they are five years old. An individual programme is developed for them by the co-ordinator in liaison with parents and teachers and she carefully monitors their progress in class. These records are very good and have targets set and agreed by pupils about how they can improve. Provision is also good for the pupils with English as an additional language. The co-ordinator provides good support. Additional arrangements are made for teaching the most able pupils and this enables them to make good progress. Personal development, social and moral skills are taught in lessons, assemblies and at lunchtime. Pupils are aware of the needs of others who have different beliefs and traditions.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher manage and lead the school very well. Co-ordinators are well matched to their roles and are beginning to manage their subjects with confidence. However they do not analyse data from test results to gauge where areas of learning could be improved.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well through structured committees and monitoring visits. However they do not take the lead in identifying and assessing any health and safety risks around the school.
The school's evaluation of its performance	The headteacher monitors the school's performance and evaluates how well it is doing against national standards. The school uses this information to plan how to raise levels of attainment.
The strategic use of resources	The school makes excellent use of all its resources. The innovative use of the classroom assistant as an IT co-ordinator is raising standards in this subject.

The school is very effectively led by the headteacher who, with her deputy, shares clear aims for improvement. They are well supported by the governing body through its structured committees and regular visits to the school. Co-ordinators manage their subject areas well but are unsure about trends in attainment and how standards could be improved. The school analyses how well money is spent and initiates areas for improvement. An example of this is the focus put on improving standards in IT.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• the school is well managed</li> <li>• behaviour is good</li> <li>• teaching is good.</li> <li>• their children like school.</li> <li>• they can approach the school with questions and problems.</li> <li>• the school expects children to do their best</li> <li>• the school helps their children to mature.</li> <li>• the school works closely with parents</li> <li>• the range of activities outside school.</li> </ul>	<ul style="list-style-type: none"> <li>• information about how well their children make good progress.</li> </ul>

Inspectors support the positive views of the parents and agree the school is well managed and that behaviour and teaching is good. High expectations are set for all children and the school works closely with parents to ensure their children are happy and like school. Inspectors do not agree that information about pupils' progress could be improved. The school gives many opportunities for parents to discuss their children's progress both informally and formally. School reports are well written and informative about standards and progress.

## **PART B: COMMENTARY**

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

**Standards are high in English, mathematics and information technology. They are also above average in science.**

1. Standards in reading at the end of Key Stage 1 are well above average nationally and above average when compared to similar schools. This has been maintained since 1998 and shows an improvement since 1997. Standards in writing are well above average both nationally and when compared to similar schools. This has been maintained since 1998 and shows an improvement on performance since 1997. Targets set for this year are high and pupils are making good progress towards these goals. Although targets are not set as high as last year, standards are likely to be above average again. This is because the present Year 2 pupils have a larger number of pupils on the register for special needs than last year and more pupils who have English as an additional language. This is likely to affect standards in English overall.
2. Standards in English in Year 3 are well above average for the pupils. The majority read very well and their standards are equivalent to those of a nine year old (level3). Parents were concerned about reading skills but this is not borne out by the reading seen during the inspection week. Standards in writing are also well above average and pupils use their literacy skills well. They build successfully on the high standards they achieved in Year 2 and use these skills in other subjects such as history and geography. In one history lesson pupils used adjectives imaginatively to describe old and new toys. They knew that old toys were mainly made of wood, as plastic had not been invented until later.
3. Standards in mathematics are well above average nationally and above average when compared to similar schools. They are an improvement on performance from 1997. It is clear from the work samples and lesson observation that pupils are well on target to meet these standards this year. Most pupils are working at the level expected of them and a majority is working at level 3. When pupils start school in the reception year many are secure in their understanding of numbers to 10 and the most able can sequence numbers up to 20. By Year 1 they can tell the time and use halves and quarters. This is equivalent to the average 7-year-old. By the end of the key stage pupils can divide numbers and the most able work with numbers above 100. This work is above average for their age. This progress in learning is maintained through Year 3 where work is at least at expected levels. The majority of pupils are achieving levels above that expected of them at this age.
4. Standards in science based on teachers' assessments were above average at the end of Key Stage 1 in 1999. These pupils now in Year 3, have maintained these standards. Standards in science for the present Year 2 are above average overall but are unlikely to be as high as in 1999. Minor weaknesses occur in the work on investigations, although standards are very high for the work on physical processes and circuits where the majority of pupils are working at level 3.
5. Standards in IT are above expectation and this is an improvement since the last inspection. Parents were rightly positive about how well their pupils are learning new skills in IT since the higher profile this subject has been given by the school. Pupils in the reception classes use the mouse well to move objects around the screen. They move confidently from one screen to another as they work independently with software set up for them by the teacher. By the end of Year 2 pupils are using programs to change layouts to documents and they consider font sizes and types independently. They can change these successfully by highlighting text and choosing a style they want for effect. This work is typical of a nine-year-old. By Year 3 pupils could use a database to

interrogate information and answer questions. This was a database they had set up as a class with personal information and favourite foods and television shows. This work is typical of work often done by the end of Key Stage 2 and illustrates how well the pupils are doing against national averages.

**The teaching and the range of opportunities for learning in the nursery class is excellent.**

6. Pupils join the nursery class the term after their third birthday and attend part-time until the term in which they are five. The policy and practice for pupils who are under five years of age is an excellent feature of the school and the overall standards of attainment and progress that children make in the nursery class is very good. The early years curriculum is broad, balanced and appropriate for the ages and stages of pupils' development. The classroom and outside areas offer an exciting range of themes and activities for the pupils to explore. The quality of the pupils' responses to the learning environment is very good. They are well adjusted to their first experiences of school in a short time, having very positive attitudes. They are very happy and are increasing in confidence. An example of this is how they move from one activity to another and relate to adults and each other in a mature way.
7. The quality of teaching is excellent. Strengths of the provision are the excellent use of resources including the deployment of classroom assistants and nursery nurses. Each assistant has focus groups with which to work. They have been given very clear focused learning objectives in the teaching plans and these are assessed against set criteria. These plans are very detailed and clearly guide the assistants in their tasks. Good questions are asked and help develop children's thinking and learning. Assessment is an integral part of the teaching and learning and staff take opportunities to observe and mark how well children are progressing. This informs the planning for the next activity. The system operates for the five terms the pupils are in the class. The quality of the accommodation and learning environment set up by the staff is excellent. The large room is divided into learning bays and quiet areas where, for example, a singing session took place, undisturbed and causing little disturbance.
8. Pupils are developing their language skills well. They are confident at speaking and good opportunities are made in the classroom to develop speaking and listening skills which support early reading and writing. They work in small groups with an adult and have positive attitudes to books and reading. They are developing skills in writing their own words with confidence. The high quality of various interesting activities offered from the teacher, nursery nurses and classroom assistants helps them extend their spoken vocabularies. An example of this was the area set up as a hairdresser's salon. Children were acting as the hairdresser, using a comb, scissors and hairdryer as well as a brush to apply some potion for curling or colouring. Another had taken on the role of customer and waited patiently, reading a magazine, for his appointment, whilst another seriously took down bookings from the telephone.
9. Mathematical skills are learnt through focused teaching areas for using practical resources and for developing mathematical language. Counting, sequencing and number development are being systematically taught by the teacher. An example of this was the activity involved around counting petals on a flower. Good open questions were asked and the work linked very well to the study of flowers also taking place in the class. In science and technology pupils are investigating, asking questions and making good and regular use of computers to develop their IT skills. They have access to construction equipment and play people, which were set up to represent a beach theme.

10. Opportunities to learn and use drawing and painting materials are offered in another area of the classroom. Children can represent their ideas using a range of different media. They use pencils, scissors, crayons and other resources to express themselves creatively. A group was painting pictures of sunflowers using three colours chosen for them. The work of Van Gogh 'Sunflowers' was used as an example. They are making good progress in their co-ordination and movement when using outside play equipment. This learning area is thoughtfully set up to allow children to move freely from the outside and back indoors. They have opportunities to use a range of wheeled vehicles, sand and water as well as games equipment such as hockey sticks and balls.

**Teaching is very good. Adult support, especially classroom assistants, is very well deployed.**

11. Teaching was very good in over half of lessons (57%) seen during the inspection. It is good in almost nine out of ten lessons (86%). Teaching is excellent in the nursery and very good throughout the rest of the school. There was no significant difference between the quality of teaching in Key Stage 1 and 2. Only one lesson (5%) seen during the inspection was unsatisfactory. This was where the teacher did not correct unsatisfactory behaviour and allowed children to talk while she was giving instructions. Basic skills in literacy and numeracy are taught effectively, planning is thorough and based on pupils' prior knowledge and understanding.
12. Teachers have good knowledge of pupils and plan lessons effectively for them. Basic skills in literacy, numeracy and IT are taught very effectively and planning for literacy and numeracy is thorough and based on prior knowledge of what pupils can do. This enables all pupils including the most and least able to achieve high standards and acquire new skills. The teacher who supports pupils with special education needs is fully involved in planning their teaching and learning in class. As a consequence of the good teaching all pupils are well managed and stay on task learning well and with enthusiasm for their lessons. All teachers have high expectations and use resources such as computers to improve teaching and learning. This helps to motivate pupils and maintain their interest while at school. The nursery teacher uses her classroom space very effectively to organise resources for pupils to have access to all the recommended areas of learning. The IT suite is another effective resource which has been set up to develop the curriculum and teach IT skills to the pupils. It has in a short time enabled many pupils to acquire and master new skills in using computer programmes. This was noted at the parents' meeting held prior to the inspection. The innovative deployment of a classroom assistant to co-ordinate and support the teaching of IT is having a very beneficial effect on raising standards in this subject. The deployment of classroom assistants, parents and other adult support in other classes is also very effective. They are allocated groups to work with and help focus teaching and learning to the ability of the children. Examples of this were the headteacher's contribution to teaching a very able group of mathematicians in Year 2 and the role of the special needs co-ordinator to work alongside groups of children. This supports both more able and less able pupils and ensures that all pupils are making good progress.
13. Teachers ensure rigour and purpose to the lessons they plan and in most lessons pupils work at a good pace. Teachers mark and assess pupils work thoroughly. In some classes the marking is not always positive and is inconsistent in quality across year groups. This doesn't always help them to understand how they can improve. However, homework is set and pupils regularly take home books to practise reading. This helps them to improve their skills and confidence.

**Pupils' personal development and their relationships with each other and adults are very good.**

14. Most pupils have a very good attitude to school and are willing learners showing great enthusiasm in lessons. Nearly nine out of ten lessons seen during the inspection were characterised by a good or better response from pupils. Most pupils are very attentive, stay on task well and appear to enjoy their work. This is something which parents particularly appreciate. An example of this was the science lesson in Year 2 where pupils were confident in answering questions and listened very well. They demonstrated good levels of interest. Their homework assignments are taken seriously and pupils complete these tasks well. The positive attitudes of pupils noted in the previous inspection report have been continued. Such positive attitudes among pupils makes good contribution to standards attained and the quality of learning. There are a small number of pupils with rather limited spans of attention but these pupils are very well managed by staff and quickly led back onto their tasks.
15. The pupils' behaviour overall is good and the school is an orderly community. The positive features noted in the previous inspection report have continued. At play they are lively and energetic but show good-natured tolerance of each other. The music played in the playground provides a calming atmosphere in which pupils can play happily together. The playground is designed creatively with many opportunities for structured games to be played together. A small minority of pupils can be challenging but they are well directed by staff who show a sensitive approach to their needs. Pupils are very clear about what is expected of them and rise to meet these standards well. There is a clear understanding of the rewards for good behaviour and also the consequences of poor behaviour. There have been no exclusions. Good behaviour contributes to pupils' personal development within the school.
16. The personal development of pupils and relationships are very good. Very good relationships, especially between staff and pupils, are a feature of the school. The school offers a good range of class trips and a residential visit to the Isle of Wight. Lunchtime dining provides further opportunities for pupils to get on in different groups and mix socially with other children. Bullying and racism are not features of the school. Pupils have a good understanding of how their behaviour affects others and the school gently emphasises the importance for pupils to develop independence and take responsibility for their actions. Attendance is good and above the national average for similar schools at over ninety-five per cent. It has improved since the last report. The school has taken steps to ensure there are arrangements for pupils' welfare, health and safety and for child protection.

**The leadership and management of the school and the involvement of governors are very good.**

17. The school is very well led and managed by an experienced, dedicated headteacher who shares a clear, calm and effective vision of the school with her deputy headteacher, staff and governing body. She skilfully makes best use of her staff's strengths to appoint co-ordinators who are effective and well matched to their roles. Examples of this are the very good work being currently done by the co-ordinators for special educational needs and IT. The headteacher monitors the school's performance and evaluates how well it is doing against national information. The senior management team uses this information to plan how to improve standards. An example of this was the initiative to improve IT facilities and appoint a classroom assistant as an IT co-ordinator. Parents are confident that the school is well managed and inspectors support this view.

18. The governing body is secure and confident in its understanding of the school's strengths and weaknesses and how these can be improved. They have a very good relationship with the headteacher and act as a good critical friend to the school. The governing body fulfils its responsibilities very well through structured committees and monitoring visits. However they do not take the lead in identifying and assessing any health and safety risks around the school and this is left largely to the headteacher to manage with the site manager. It is however correctly administered. The daily collective worship meets statutory requirements but does not always overtly recognise the presence of a god within the Christian or other religions studied. Governors monitor standards by regularly visiting the school and analysing test and assessment data with the headteacher.
19. Co-ordinators are managing their subjects well and have a delegated budget for resources. They are beginning to monitor standards in subjects through checking teachers' planning. The deputy headteacher keeps well organised files on staff training and music. The co-ordination of English and mathematics is good and weaknesses have been correctly identified in developing staff confidence in work on mathematical investigations. The English co-ordinator is aware of parents' concerns over the changed approach to teaching reading. The science co-ordinator has provided a clear strategy for implementing the science scheme of work, but is unsure of the trend in standards over time.
20. The school makes excellent use of all its resources, especially the use of classroom assistants.. The management has supported the development of the provision for the nursery and this is now an excellent facility for the youngest pupils in the school. Overall the school is applying the principles of best value when securing and using resources and services.

## **WHAT COULD BE IMPROVED**

### **The quality, consistency and use of marking to give pupils and teachers better information about the next stages of learning.**

21. Pupils' work is generally well marked but in some classes this is better than in others. In the best examples teachers use constructive comments which will help the pupils to improve their work. An example of this was the positive comment which assessed pupils' ability to write sums in words and not numbers. The teacher gave the pupil and parents information about how work was improving. At worst, marking is merely no more than a cross or negative comment to indicate that work is incorrect. An example of this is the comment 'stop rubbing out'. This gives no clear guidance to pupils about what they should do to improve or what might be the alternative way to correct mistakes if they are made. Teachers are not always picking up when pupils' work deteriorates in presentation and on occasions teachers' comments are not always grammatically correct. An example of this was the teacher writing sentences in pupils' books which did not start with a capital letter or end with a full stop. This does not always encourage pupils to do their best work and does not provide a good role model to help them write grammatically correct sentences.

**The role of co-ordinators in monitoring of standards through analyses of data, reviewing teachers' planning and ensuring consistency of work across similar age classes.**

22. Co-ordinators do not analyse data from test results to gauge where areas of learning could be improved and this was apparent in all core subjects. Nor do they work to any formal process about analysing whether initiatives provide value for money and improve standards. Currently job descriptions do not require co-ordinators to work along side other members of staff or to analyse data from standardised and national tests. As a result they are not fully aware of where standards need to be improved. The IT co-ordinator is best informed about standards as she is able to work along side each class in her role as classroom assistant. She sees at first hand what and where improvements can be made.

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

23. The headteacher, governing body and staff should continue to work together to raise standards even higher by:
- (1) Improving and developing teachers marking of pupils' work to raise it to the level of the best by ensuring all teachers make positive and developmental comments to show pupils how they can improve their work.  
(paragraphs 13 and 21)
  - (2) Developing the strategic role of subject co-ordinators in the school, so they can monitor teaching and marking in classes and analyse data from test results and assessments, to ensure consistency of good lesson plans, which support high quality teaching and learning in all classes.  
(paragraph 22)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	35

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	43	29	10	4	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*

<b>Pupils on the school's roll</b>	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	52	221
Number of full-time pupils eligible for free school meals	0	22

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y3
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	5	44

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	51

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	50



## Attendance

### Authorised absence

	%
School data	5.0
National comparative data	5.4

### 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	37	23	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35 (29)	34 (30)	36 (32)
	Girls	23 (32)	22 (31)	23 (32)
	Total	58 (61)	56 (61)	59 (64)
Percentage of pupils at NC level 2 or above	School	97 (91)	93 (91)	98 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34 (30)	34 (32)	36 (31)
	Girls	22 (32)	22 (32)	23 (32)
	Total	56 (62)	56 (64)	59 (63)
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (96)	98 (94)
	National	82 (81)	86(85)	87 (86)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	7
Black – other	3
Indian	14
Pakistani	8
Bangladeshi	2
Chinese	3
White	167
Any other minority ethnic group	15

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

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

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

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

***Teachers and classes*****Qualified teachers and classes: YR – Y3**

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	39.4
Average class size	23.8

**Education support staff: YR – Y3**

Total number of education support staff	7
Total aggregate hours worked per week	165

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	52
Total number of education support staff	5
Total aggregate hours worked per week	115

***Financial information***

Financial year	1998/99
	£
Total income	620024
Total expenditure	627099
Expenditure per pupil	2384
Balance brought forward from previous year	55973
Balance carried forward to next year	48898

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

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

#### **Questionnaire return rate**

Number of questionnaires sent out	325
Number of questionnaires returned	100

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	23	1	0	0
My child is making good progress in school.	50	47	2	0	0
Behaviour in the school is good.	47	49	1	0	2
My child gets the right amount of work to do at home.	34	51	9	1	4
The teaching is good.	62	36	1	0	1
I am kept well informed about how my child is getting on.	31	48	16	2	3
I would feel comfortable about approaching the school with questions or a problem.	68	31	1	0	0
The school expects my child to work hard and achieve his or her best.	51	44	2	0	3
The school works closely with parents.	59	35	4	0	2
The school is well led and managed.	67	31	0	0	2
The school is helping my child become mature and responsible.	59	37	3	0	1
The school provides an interesting range of activities outside lessons.	41	43	9	2	3

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

- provision for the most able children.
- staff turnover and lunchtime arrangement and supervision.