

# INSPECTION REPORT

## **BADBY SCHOOL**

Daventry

LEA area: Northamptonshire

Unique reference number: 121793

Headteacher: Mr Peter Woodhall

Reporting inspector: Ms B Matusiak-Varley  
19938

Dates of inspection: 8<sup>th</sup> – 10<sup>th</sup> May 2000

Inspection number: 190563

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	School Lane Badby Daventry Northants
Postcode:	NN11 3AJ
Telephone number:	01327 871363
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Peel
Date of previous inspection:	November 1996

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

### **INFORMATION ABOUT THE SCHOOL**

Badby Primary School is a small village school situated close to Daventry. It caters for pupils aged four to 11. At present there are 128 pupils on roll with roughly equal proportions of boys and girls. The majority of pupils are of white United Kingdom heritage with a very small minority of pupils of Indian and white European background. At the time of the inspection 2.3 per cent of pupils had English as an additional language (EAL) but these pupils' English language skills enable them to fully access the curriculum. Pupil numbers have risen by 16 since the last inspection. The school draws its pupils from a very wide catchment area. Attainment on entry varies, but is average overall. At the time of the inspection there were six children under the age of five. Five per cent of pupils are eligible for free school meals which is below the national average. Twenty-five per cent of pupils are on the register for special educational needs (SEN) and this is high for a school of this size. No pupils have Statements of SEN.

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

Badby Primary School is a good school. It is committed to raising academic standards and provides a happy, friendly and joyful environment for the pupils in which they are taught and cared for by a hard working team of highly dedicated staff. The headteacher provides good leadership and is a highly effective classroom practitioner. The headteacher ensures that the school continues to improve on its previous best performance. The quality of teaching throughout the school is good, which results in pupils achieving high standards in English, mathematics and science. The school has set challenging targets for 2002 which it is well placed to achieve. The school effectively promotes good standards in all that it does. Governors and parents are supportive of the school and the school provides good value for money.

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

- Standards in English, mathematics and science are high at the end of both key stages and pupils are well prepared for their next stage of education. Pupils with SEN make very good progress.
- Pupils have very good attitudes to learning, behave very well during lessons and play times and relationships throughout the school are very good.
- The quality of teaching is good with many examples of very good and excellent practice. Skills of literacy and numeracy are well taught.
- The curriculum is vibrant and relevant to pupils' needs, and provision for moral, social and cultural development is very good.
- The school is well led and managed by a dedicated headteacher and an enthusiastic governing body. All non-teaching staff make a significant and cheerful contribution to the life of the school.
- The school's partnership with parents is good.

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

- Pupils' attainment in information and communications technology (ICT) is average but it could be better.
- Challenging extension activities for pupils who have finished their work are unsatisfactory overall, and there are insufficient opportunities for pupils to learn from mistakes identified in marking. Data gathered from assessments needs to be systematically linked to National Curriculum level descriptors.
- Children under five sometimes have tasks set that are too formal and, as a consequence, they occasionally lose concentration.
- The school development plan needs reviewing and subsequent regular monitoring.
- The accommodation is cramped for the growing numbers of pupils.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then it has maintained its many strengths, such as high standards in English, mathematics, science, history, art and religious education. It has made good progress in using assessment to inform planning, monitoring teaching and the curriculum, improving provision for ICT, and providing information for parents on curriculum coverage. Satisfactory improvement has been made in developing the curriculum for the under-fives in matching tasks to children's needs, but further rigour is required in providing more opportunities for structured play. The use of assessment on entry has improved. The quality of teaching has improved, with more examples of very good and excellent teaching seen. The leadership of the school has improved, monitoring of teaching is very good. Provision for pupils' spiritual and moral development has improved. The school's capacity for improvement is good. However, the quality of the accommodation is no longer as appropriate as it was in 1996 due to the increasing numbers of pupils.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A*	A
mathematics	A*	A	A	C
science	A*	A	A*	A

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

Pupils at Badby Primary School have consistently attained well above average or very high standards by the age of 11 over the last three years when compared to national averages. In 1999, in comparison to similar schools, pupils achieved well above average standards in English and science and average standards in mathematics. In mathematics, the school has recognised the need to improve pupils' mental mathematical skills and this is now being successfully addressed. In 1999 in comparison with national averages, the school was in the top five per cent of very high achievement in English and science of all schools nationally. Currently pupils make good progress in both key stages and achieve above average standards at the end of both key stages in English, mathematics and science. Standards in religious education are above expectations as defined by the locally agreed syllabus. Standards in ICT are satisfactory, and a new ICT suite has been installed in order to raise standards. By the age of five, children exceed the Desirable Learning Outcomes in all areas of learning. The school has set challenging targets for its pupils in literacy and numeracy for the year 2002, which it is on course to achieve.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to do well and show great interest in their work. They have sensible, mature attitudes to learning.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in lessons and at play. In acts of collective worship they show respect during prayer time.
Personal development and relationships	Very good. During lessons, school productions and team games, pupils are given many opportunities for personal development and relate very well to each other and to adults.
Attendance	Good. Pupils are keen to attend school and arrive punctually, in spite of the fact that many have to travel long distances.

## TEACHING AND LEARNING

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

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

The quality of teaching is good with examples of very good and excellent practice seen in drama and literacy. No unsatisfactory teaching was seen. Eight per cent of teaching seen was excellent, 38 per cent was very good, 38 per cent was good and 16 per cent was satisfactory. The quality of teaching in English, mathematics and science is notably strong because teachers provide good opportunities for pupils to use their knowledge of what they have learnt in literacy and numeracy lessons in other areas of the curriculum. This enables all pupils to make good gains in their learning. The teaching of pupils with SEN is very good. These pupils are very well supported in all lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is broad and balanced and is enriched by exciting trips and visits. It includes all subjects of the National Curriculum and religious education.
Provision for pupils with English as an additional language	All pupils with EAL are competent English speakers and have full access to the curriculum. They make good progress.
Provision for pupils with special educational needs	Very good. The co-ordinator for SEN ensures that all pupils are very well supported by teaching staff and tasks set are matched to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good opportunities are provided across the curriculum for pupils' spiritual development. Opportunities for pupils' moral, social and cultural development are very good. Pupils make informed moral choices, work well within a range of social groups and have very good knowledge of a range of different faiths and customs.
How well the school cares for its pupils	Good. The school values its pupils and adults highly and provides a warm, friendly environment in which the pastoral care of pupils is good. All staff know their pupils well.

The school's partnership with parents is good. Parents receive regular information on what is being taught in school and they generally support their children's learning at home through regular



homework that the school provides. Parents have three formal meetings with teachers and can come into school by prior arrangement to find out further information on their children's progress. Regular reviews are held with parents who have children with SEN. Good opportunities are provided for parents to become involved in whole-school productions and these opportunities are valued by parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and purposeful leadership and leads by example due to his effective teaching skills. He is ably supported by key staff and governors. The monitoring of teaching is very good.
How well the governors fulfil their responsibilities	The governing body fulfils its duties well. Governors attend meetings regularly, have good awareness of the strengths of the school and areas for future development.
The school's evaluation of its performance	Good. The school evaluates its work systematically and uses the information well to identify further development. However, the school development plan needs further rigorous monitoring as timescales identified and success criteria are too broad.
The strategic use of resources	Very good. The teaching and support staff are deployed very effectively and the school capitalises on the expertise of its staff. The principles of best value are applied to the purchasing of resources.

The school is staffed by a very good team of teachers and support staff who are conscientious and dedicated to the education of the pupils. Staff make good use of the limited accommodation. In addition, the administrator is very effective in carrying out her duties to ensure that the school runs smoothly. Caretaking staff and lunchtime supervisors are highly valued by 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"> <li>The standards that pupils achieve.</li> <li>The small-school ethos and the approachability of staff.</li> <li>Newsletters which are informative.</li> </ul>	<ul style="list-style-type: none"> <li>A broader range of extra-curricular activities.</li> <li>More variety in the homework that pupils receive.</li> <li>More information on their children's progress.</li> </ul>

Inspectors support parents' positive views and agree that a broader range of extra-curricular activities could be provided. However, with such a small staff and the requirement that staff attend courses after school, it is not always possible to provide these activities. A privately run after-school club is well attended by pupils. Inspectors disagree, however, with parents' views on the range of homework that pupils receive and on the lack of information as to their children's progress. Inspectors consider that homework is varied and closely relates to work covered in lessons. Parents are welcome to make further appointments with teachers to discuss their children's progress and three parents' meetings a year is sufficient for such a small group of teachers.

## **PART B: COMMENTARY**

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

#### **Standards are high in English, mathematics and science and pupils are well prepared for their next stage of education**

1. By the age of five, children exceed the Desirable Learning Outcomes in all areas of learning and make good progress, especially when they learn through structured play. The school has maintained very high standards in both key stages in comparison with national averages, with the exception of writing in 1999, where standards were average. By the end of Key Stage 2 in 1999, pupils achieved standards that were in the top five per cent nationally in English and science. Pupils have good speaking and listening skills, they write well and use their well-developed reading skills to retrieve information from a range of sources, such as CD-ROMs and non-fiction books. In mathematics, pupils talk about how they work out mental arithmetic problems and they have good skills of estimating. They know which rules of number to apply to problem solving and they measure accurately. They present results in a number of different ways using graphs and charts, and they check their results by using a variety of methods, including estimating and using calculators. In science, pupils have very good skills in setting out experiments. They decide what evidence needs to be collected when setting up experiments to find out about the effect of light on shadow formation. They understand the need to keep variables constant when applying the principles of fair testing and they use tables, bar charts and line graphs when presenting results.
2. Pupils acquire a very good range of skills, knowledge and understanding in English, mathematics and science, which equips them well for coping with the demands of a secondary school curriculum. The regular setting of homework contributes positively to pupils' achievements and the rigour with which it is applied and followed up by the staff enables pupils to develop good, independent study skills. Pupils who are higher attainers, and those who are of average attainment, are appropriately challenged and achieve as well as they can.

#### **Pupils with SEN make very good progress**

3. Provision for pupils with SEN is very good and this is a contributory factor to the very good progress that these pupils make. The school works very hard to make sure that all pupils with SEN feel valued and play a very full part in the life of the school. Pupils with SEN are very quickly identified and receive a detailed programme of support which is monitored rigorously by the co-ordinator for SEN. Parents are regularly informed of the progress that their children make and work very closely with teachers to support their children's needs. The school has good links with outside agencies and the support staff work with these pupils very well to ensure that all recommendations are followed. This results in pupils making very good progress towards most of their individual education plans, particularly in literacy and numeracy. Pupils with SEN are proud of the work they do and are keen to celebrate their achievements with the staff, their friends and fellow pupils. The co-ordinator for SEN is industrious and efficient. She gives very good support to teachers and classroom assistants in order to devise and implement appropriate programmes of work. All teachers are aware of the Code of Practice and implement it fully.

**Pupils have very good attitudes to learning, behave very well during lessons and play times, and relationships throughout the school are very good**

4. The school is a harmonious community, based upon trusting and respectful relationships where everyone is valued. As a result, there are positive attitudes and secure relationships which ensure an effective learning environment. The procedures for ensuring good behaviour are well known by the pupils, and parents are fully aware of what is expected of their children whilst they are in school. Pupils are interested in learning because they know that they will be supported if they are experiencing difficulty. In a mathematics lesson in Year 2, when pupils struggled with adding large numbers, the teacher asked “What further explanations do you need in order to understand the problem?” This resulted in pupils feeling very well supported, so that effective learning could take place. Pupils in both key stages are keen to learn. In the reception class, the erection of a mini-beast tree coupled with a mini-beast trail, enabled pupils to develop their natural curiosity to find out more about the wonders of the animal kingdom.
5. Pupils are very courteous, polite, take turns, share equipment and are very concerned about one another. In the playground, the older pupils ensure that the younger ones are looked after and that they all have someone to play with. At play time, when a Key Stage 1 pupil’s coat zip got stuck, two Year 6 girls went to great lengths to help him overcome the problem. Pupils’ personal development is good. Pupils who are monitors carry out their duties very well and all pupils are involved in the daily routines of the school on a regular and equal basis. They notice what needs to be done and do it, such as picking up coats in the exceedingly small cloakroom, which gets very cluttered with the growing numbers of pupils’ coats. As pupils get older they are very confident and are well prepared for their next stage of education. Attendance is good, pupils like coming to school and even though many travel from further afield, they are punctual.

**The quality of teaching is good with many examples of very good and excellent practice. Skills of literacy and numeracy are well taught**

6. The good quality of teaching contributes significantly to the good rates of pupils’ learning and is successful in ensuring that pupils achieve high standards in English, mathematics and science by the time that they leave school. Skills of literacy and numeracy are taught very well, teachers have secure subject knowledge and offer good explanations. In Year 6, the teacher went to great lengths in the literacy hour to offer explanations about the use of prepositions in James Berry’s ‘The Mouth Organ Boys’. Her very good questioning skills enabled pupils to make connections between similarities and differences between schools in England and Jamaica. In numeracy, teachers are technically competent in teaching skills of numeracy and engender in pupils a desire for learning because they have high expectations and they offer appropriate support to ensure that the pupils succeed.
7. Teachers’ planning is very good. Teachers clearly identify what pupils will learn in lessons and make effective links with pupils’ previous knowledge. For example, in Year 3 in religious education, the teacher made appropriate reference to the Ten Commandments as rules Christians live by, and linked the concept of rules to the aspects of the Highway Code that pupils had previously studied in the literacy hour. These connections enabled pupils to consolidate their learning and see the relevance in living by rules. Teachers’ very good questioning skills inspire pupils to want to learn. In a very good drama lesson in Year 4, the teacher used role play and ‘hot-seating’ to challenge pupils’ previously held views about when to tell the truth. This contributed significantly to pupils’ moral development. The use of a full range of teaching methods enables teachers to intervene appropriately in developing their pupils’ understanding

and contributes positively to the very good behaviour management because, generally, teaching methods used meet curricular objectives. The pace in lessons is brisk. Teachers are energised, enjoy their work and use humour very well. Support staff are very well informed of what needs to be done with the pupils and they work very well with the teachers. This contributes significantly to the very good progress that pupils with SEN make. Teachers assess pupils' work rigorously and use these assessments to inform future planning, however, teaching could be improved even further if assessments were linked to National Curriculum level descriptors. Homework is used effectively and this contributes to the good gains in learning that pupils make. All pupils are productive and scrutiny of their work reveals that they work at a good pace. The use of individual targets to help pupils identify areas of improvement for themselves, contributes significantly to their personal development and has a positive effect on their rates of learning and the quality of their work because they know what is expected of them.

**The school provides a good curriculum for its pupils with a full range of learning opportunities, including very good provision for pupils' moral, social and cultural development. Teachers monitor pupils' progress effectively**

8. The school provides a broad and balanced curriculum which meets the interest levels of all pupils, including those with SEN. The school places a very high value on ensuring equality of access and opportunity for all pupils. The school has effective strategies for teaching the basic skills of literacy and numeracy and these strategies are not just restricted to the literacy and numeracy hours. The school provides a satisfactory range of extra-curricular activities but parents would welcome more opportunities for their children to participate in clubs after school. This is not always possible because of the small numbers of staff and courses that need to be attended after school.
9. The school's provision for spiritual, moral, social and cultural development is very good overall. During acts of collective worship appropriate time is provided for reflection and the splendour of nature. Pupils are encouraged to make moral choices through the use of drama. Cultural awareness is raised through the very good use of multi-cultural texts in the literacy hour and pupils are given very good opportunities to learn about their own cultural traditions. Pupils' social development is encouraged through team games, sports activities, the choir and dramatic productions. Provision for spiritual development is good. Pupils marvel at the way in which a programmable toy travels, they appreciate the beauty of genuine Victorian dolls shown in assembly, and are aware of those 'special moments', such as sharing the joy of the wedding day of a senior member of staff, when she showed the pupils her wedding dress. The school meets all statutory requirements and uses the community well in order to enhance pupils' academic achievements.
10. Teachers monitor pupils' progress effectively. They administer regular tests and, during lessons, they use their professional judgement in determining whether the pupils have fully understood what they have been taught in lessons. This information is shared with pupils and results in appropriate targets being set for future development. Pupils are well cared for in a safe and secure environment. All staff are well trained in the health and safety issues and the school's arrangements for child protection are good.

**The school is well led and managed by a dedicated headteacher and an enthusiastic governing body. The administrative, caretaking, cleaning and lunchtime supervisory staff make a significant contribution to the life of the school and provide cheerful support to staff and pupils**

11. The leadership and management of the headteacher, key staff and governors are good. The headteacher leads by example and he guides his staff well in ensuring that they are correctly informed of new initiatives. Teaching and learning is monitored very well. The headteacher has a good grasp of the school's developmental areas and he communicates these clearly to the governing body, staff, parents and pupils. The firm commitment to high standards and the belief that all pupils should be given the best possible opportunities to achieve their full potential are the firm foundations which underpin all aspects of the school's work and are clearly stated in all the school's documentation. The co-ordinators fulfil their duties well and monitor standards in all subjects. Resources are used effectively and decisions on spending are linked to educational priorities. The newly qualified teacher is well supported by an experienced member of staff. The school runs efficiently and smoothly and all staff fulfil their duties well.
12. The governing body is fully involved in the daily life of the school. Priorities in the school development plan have been successfully achieved within a reasonable timescale. Governors help out in the school on a regular basis and are aware of the needs of the school and make a full and active contribution when they can. Together with parents, the governing body has raised money to support resources. Governors have high levels of commitment and are conscientious and well organised. Governors make a strong contribution to the life of the school alongside the administrative, caretaking, cleaning and lunchtime supervisory staff. This ensures that the school is a happy and secure learning environment and that staff are not having to cope with administrative duties which detract them from their teaching. The principles of best value are applied in the school's management and use of resources. The school provides good value for money.

#### **The school's partnership with parents is good**

13. Parents and carers are satisfied with what the school provides and achieves. Parents are provided with good quality information about the school. They receive a full breakdown of what knowledge, skills and understanding pupils cover in each subject and very detailed information is given about what will be covered in literacy and numeracy. Parents are pleased with the reports that they receive on their children's progress, which are detailed and clearly highlight what areas each child needs to improve in. There is a thriving Parent/Teacher Association, which organises a wide range of social as well as fund-raising events. Parents are happy that they can come to speak with teachers whenever they need to.

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

##### **Pupils' attainment in ICT is average but it could be better**

14. The school has recently developed an ICT suite and a scheme of work has only recently been written. Computers are put to good use to support pupils in their learning in all subjects. Whilst an effective start has been made to teach pupils subject-specific skills, the teaching of these skills has not fully impacted on pupils' learning. By the end of Key Stage 1, pupils sort and classify information and present their findings using italicised font, bullet points and underlined text. They retrieve and store work with help, and programme a robotic toy. By the end of Key Stage 2, pupils

describe their use of ICT and its use in the outside world, but their skills of programming robotic toys are less well developed; this is because they have been following a Key Stage 1 curriculum in order to catch up on their skills. Pupils add to, amend and seek information from data, and they know that inadequate information gives unreliable results. However, pupils are at the early stages of combining different forms of ICT information, such as using images to support text.

**Teachers do not always provide sufficiently challenging extension activities, opportunities for pupils to learn from mistakes identified in marking, and data gathered from assessments is not always linked to National Curriculum level descriptors**

15. Whilst the quality of teaching is generally good, several examples of satisfactory teaching were seen which could be improved by ensuring that activities provided for those who have finished their work are sufficiently challenging. For example, in Year 2 literacy and numeracy lessons, several examples were seen of pupils finishing their work quickly because tasks set were not demanding sufficient intellectual effort. Pupils who were capable of writing well structured sentences were not providing sufficient written work and this resulted in them consolidating their learning, rather than being pushed to extend their learning. Worksheets given to pupils were not sufficiently demanding.
16. Scrutiny of pupils' work throughout the school revealed that teachers marked pupils' work regularly and thoroughly, but that insufficient opportunities were provided for pupils to practise the corrected version of mistakes identified. This resulted in pupils repeating these identified mistakes in future work.
17. Teachers use a range of assessments. However, these are not linked to National Curriculum level descriptors. This results in teachers not being fully aware of the different skills required in order for pupils to achieve higher levels. This, in turn, leads to extension activities sometimes being too easy for the pupils.

**The planning of the curriculum for the under-fives is not rigorously linked to the Desirable Learning Outcomes**

18. The school has rightly identified the need to develop the curriculum for the under-fives because at present it is not rigorously linked to the Desirable Learning Outcomes. During the week of the inspection there were six children who were under five. Whilst tasks set by the teacher were largely appropriate to the needs of these children, the teacher's planning was not sufficiently linked to the skills, knowledge and understanding specific to the Desirable Learning Outcomes, where the learning is based on discovery rather than formal activity. This resulted in children occasionally losing concentration. Planning did not clearly identify how the tasks set for the under-fives were different from those for pupils who were working on level 1 of the National Curriculum. This resulted in the youngest children occasionally being involved in tasks which were slightly too difficult for them, and their concentration waned as a consequence.

**The school development plan needs reviewing and subsequent regular monitoring**

19. The school development plan needs to be reviewed in order to provide specific targets and timescales, and the headteacher, senior management team and governing body should regularly monitor its effectiveness on standards pupils attain. The school development plan has appropriately defined aims and targets, but they are too broad and time allocated to meeting these aims is, in certain instances, too long. For

example, four years have been allocated to developing the mathematics curriculum. Success criteria refers to improved mathematics teaching, but does not specifically state which aspect of teaching needs improvement and what the subsequent impact will be on standards. Another example of broad goal setting is linked to assessment, where the school has identified that assessment is to be made more manageable, but does not state how this will be done.

### **The accommodation is cramped for the growing numbers of pupils**

20. Since the previous inspection, the numbers on roll have increased by 16. The school makes the best possible use of its accommodation, but with growing numbers, this accommodation is cramped. The cloakroom is too small and pupils do not have enough space to hang their coats. In Year 3, when pupils were working with a programmable toy, there was insufficient space in the classroom for the pupils to see where the toy would go after it had been programmed. The classrooms are too small for pupils to carry out large canvas artwork, or work in large groups. In the mobile classroom, the furniture is too small for the Year 6 pupils, they sit on chairs that are too small for their height, and space is very limited. Pupils cannot undertake private study or read quietly around the school. The headteacher has no office of his own and, when he is not teaching, has to share the office with the administrator. This also limits opportunities for staff or parents to have private consultations with the headteacher. The staff have done all they can to make the accommodation as attractive as possible so that a stimulating environment is created for the pupils.

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

21. Raise standards in ICT by rigorously implementing the newly devised scheme of work.
22. Further improve the quality of teaching by:
- Providing suitably challenging extension activities at all times;
  - Providing opportunities for pupils to learn from their mistakes as identified in teachers' marking;
  - Ensuring that teachers use National Curriculum level descriptors when assessing pupils' work.
23. Develop the curriculum for under-fives by ensuring that the knowledge, skills and understanding that underpin the Desirable Learning Outcomes are rigorously used in teachers' planning.
24. Review the school development plan to include specific targets and timescales, and ensure that it is regularly monitored by the headteacher, senior management team and governing body for its effectiveness on raising pupils' standards of attainment.
25. Seek ways of improving the accommodation and furniture for the growing number of pupils.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	38	38	15			

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 – September 1999

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	128
Number of full-time pupils eligible for free school meals	-	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.3	School data	0.4
National comparative data	5.4	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(98)	10	10	20(19)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	10	10	10
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	90(100)	90(95)	95(100)
	National	82(76)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	8
	Girls	10	10	10
	Total	18	19	18
Percentage of pupils at NC level 2 or above	School	90(100)	95(95)	90(100)
	National	82(81)	86(85)	87(86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999(98)	7	6	13(19)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	6	5	6
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	100(89)	92(68)	100(95)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	5	5	5
	Total	11	12	12
Percentage of pupils at NC level 4 or above	School	85(74)	92(79)	92(95)
	National	68(65)	69(65)	75(72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	111
Any other minority ethnic group (French)	1

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	5.3
Number of pupils per qualified teacher	24.2
Average class size	25.6

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

Total number of education support staff	2
Total aggregate hours worked per week	39

### ***Financial information***

Financial year	1998/99
	£
Total income	217,100
Total expenditure	201,780
Expenditure per pupil	1,553
Balance brought forward from previous year	15,320
Balance carried forward to next year	14,780

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

### **Questionnaire return rate**

Number of questionnaires sent out	128
Number of questionnaires returned	72

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	7	0	0
My child is making good progress in school.	60	36	4	0	0
Behaviour in the school is good.	46	51	3	0	0
My child gets the right amount of work to do at home.	33	51	11	1	3
The teaching is good.	59	32	4	0	4
I am kept well informed about how my child is getting on.	28	55	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	56	31	12	1	0
The school expects my child to work hard and achieve his or her best.	66	30	4	0	0
The school works closely with parents.	48	38	10	1	3
The school is well led and managed.	62	29	3	0	6
The school is helping my child become mature and responsible.	48	45	0	0	7
The school provides an interesting range of activities outside lessons.	14	29	42	4	10