

INSPECTION REPORT

**BUGBROOKE COMMUNITY PRIMARY
SCHOOL**

Bugbrooke

LEA area: Northamptonshire

Unique reference number: 121800

Headteacher: Mr R M Cotter

Reporting inspector: Mr Martin Beale
19385

Date of inspection: 7th to 9th March 2000

Inspection number: 190564

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: High Street
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Appropriate authority: The Governing Body

Name of chair of governors: Mr G Evans

Date of previous inspection: 4th to 8th November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bugbrooke is a mixed primary school for pupils aged 4 to 11. There are 306 pupils on the roll, which makes it larger than other primary schools. The attainment of pupils on entry to the school is average overall. There are very few pupils from ethnic minority groups and only one has English as an additional language. There are 77 pupils with special educational needs, a figure that is above the national average, and two pupils have a statement of special educational needs. The majority of pupils come from economically advantaged backgrounds with a below average number eligible for free school meals.

HOW GOOD THE SCHOOL IS

Bugbrooke Community Primary School provides a good education for its pupils overall. High standards are achieved in national tests at the end of Key Stage 2 because of the very good teaching. The headteacher manages the school well and has identified aspects of the school for further development. The school has a sense of purpose and a clear educational direction. It provides good value for money overall.

What the school does well

- The very good results achieved by 11-year-olds in national tests are reflected in the work seen throughout Key Stage 2.
- Enthusiastic teaching generates interest and lends pace to learning.
- The children in Reception learn quickly as a result of the interesting learning opportunities provided and the high quality of much of the teaching.
- Lively and interesting science teaching leads to rapid learning.
- The pupils behave well and are keen to learn.

What could be improved

- The very good start made by the children in Reception is not built upon effectively at Key Stage 1.
- Little formal monitoring of teachers' work takes place.

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 made good progress in dealing with the key issues and other areas for development from the previous inspection in November 1996.

Standards have improved in all three core subjects at Key Stage 2; however, they are below those at the time of the last inspection at Key Stage 1 in writing and mathematics. The quality of teaching, particularly at Key Stage 2, has improved considerably. Development planning has improved. There are more systematic procedures for monitoring the curriculum and the work of the school, but there are some areas with scope for further improvement. There is greater challenge for the more able. The school now fulfils all requirements for the teaching of the National Curriculum, and now complies with the requirements for collective worship and providing information to parents on assessment and attendance. The school has sensibly identified other important areas for development, such as improving pupils' writing and the provision for information technology (IT). The strategies introduced have successfully raised standards in both cases.

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	D	A	C
mathematics	A	B	B	C
science	A*	A	A	A

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

Results in national tests in 1999 were much better at Key Stage 2 than at Key Stage 1. Test results at the end of Key Stage 1 in reading and mathematics were below the national average. The work put in to raise standards in writing has had an impact; results in 1999 were a considerable improvement over those in 1998, being close to the national average. Overall test results in all three subjects were, however, well below those in similar schools. The steady decline in results at the end of Key Stage 1 since 1995 was halted in writing and mathematics in 1999, but not in reading.

National test results at the end of Key Stage 2 in 1999 for English showed a considerable improvement over 1998 and were well above average, along with science. They were slightly better than results in mathematics, which were above average. This was largely because higher-attaining pupils achieved better results in English and science than in mathematics. Results in English and mathematics were close to, while science results were well above, those in similar schools. Good progress was made across Key Stage 2 by the pupils who took the tests in 1999 when compared to the progress made by pupils nationally. The school added considerable value to standards achieved by these pupils. The targets for English and mathematics were exceeded; however, they are not sufficiently challenging to be used to raise standards.

Pupils achieve well in the Early Years and the majority reach the expected standards by the age of five, with many already working confidently within Level 1 of the National Curriculum. Standards of work seen during the inspection were well above average at Key Stage 2, particularly in science; however, many pupils are not doing as well as they should at Key Stage 1. This is largely because of weaknesses in some aspects of the teaching. Those pupils with special educational needs make good progress, particularly when taught in withdrawal groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They are eager to learn and keenly participate in lessons and other activities.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are very responsible and trustworthy.
Personal development and relationships	Pupils show initiative in their learning, particularly in the Early Years and at Key Stage 2. They have very good relationships with one another and adults.
Attendance	Attendance is very good and is well above the national average. There is very little unauthorised absence.

Attitudes and behaviour are consistently good in the Early Years and at Key Stage 2. This, together with the high quality of teaching, contributes to the high standards achieved.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Unsatisfactory	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 is satisfactory or better in 94% of lessons. It is very good in 38%; this represents a considerable improvement since the last inspection. The majority of the very good teaching occurs at Key Stage 2. All of the unsatisfactory teaching was observed at Key Stage 1, although the majority of lessons observed at Key Stage 1 were satisfactory. There is much good teaching of the children under five in the Reception classes. The literacy hour and the daily mathematics lesson have both been introduced successfully. Where lessons are good or better, enthusiastic teaching generates a brisk pace to learning. Teachers have high expectations of their pupils who respond well, working with interest and effort. Questioning is used particularly well. Lessons are planned well with clear learning objectives that take account of the different ages of pupils in mixed-age classes, and a good sequence of activities that drive pupils' learning forward. The teaching of pupils with special educational needs is good, particularly in small withdrawal groups. Where teaching is unsatisfactory at Key Stage 1, planning does not take sufficient account of different ages and abilities in the classes. Expectations are not sufficiently high in these classes, which results in a lack of drive in some lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and, in the main, reflects the needs and abilities of most pupils. Pupils' learning is suitably extended by a well-planned range of visits and visitors to the school. Extra-curricular provision is also good.
Provision for pupils with special educational needs	The effective support both in withdrawal groups and within classes has a positive impact on the progress and achievement of pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The everyday life of the school encourages the personal development of its pupils effectively. The provision for the pupils' spiritual, moral, social and cultural development is good.
How well the school cares for its pupils	Staff know the pupils well and take good care of them.

All National Curriculum requirements are fulfilled. Considerable improvements have been made in the provision and resourcing for information technology since the last inspection and computers are now being used well to support pupils' learning in several subjects. The early identification of pupils with special educational needs is enabling support to be more effectively deployed and targets in individual education plans met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational direction for the school; however, the whole-school role of the deputy head has not been clearly defined. The special needs co-ordinator, year group leaders and core subject co-ordinators provide useful support for their colleagues.
How well the governors fulfil their responsibilities	There have been several recent changes to the membership of the Governing Body. Governors are developing a good understanding of their role and rapidly increasing their expertise and effectiveness.
The school's evaluation of its performance	An analysis of national test results and other assessments is undertaken, but insufficient use is made of the data available to set targets for improvement.
The strategic use of resources	Satisfactory use is made of the resources available to the school.

A carefully carried out self-review has enabled the school to identify strengths and areas for development. This has also recognised that aspects of the education provided at Key Stage 1 need improvement.

The tight budget caused by the falling roll in the school is requiring the Governing Body to undertake financial planning carefully. Value for money is sought from all financial decisions taken.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Most parents feel that their children are making good progress.• Parents recognise that their children are expected to work hard and do their best.• The vast majority of parents are pleased with the good behaviour in the school.• Parents report that their children are happy to come to school.• Parents judge that the teaching is good.• The majority of parents find the staff of the school approachable.	<ul style="list-style-type: none">• About a quarter of the parents who returned the questionnaire feel that the school does not keep them well informed about their children's progress.

The inspection team supports the positive views that the parents have of the school, particularly that the behaviour is good. Pupils are expected to work hard and are making good progress in most of the school. Parents who attended the parents' meeting were happy that they are kept suitably informed about their children's progress; however, this contradicts the questionnaire results. The team concluded that the pattern of reports and consultation meetings, along with the informal opportunities to approach teachers was enough to keep parents suitably informed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good results achieved by 11-year-olds in national tests are reflected in the work seen throughout Key Stage 2

1. The overall results achieved by pupils in national tests at the end of Key Stage 2 in 1999 were well above average and above average when compared with similar schools. Results in science were particularly good with 90% of the pupils achieving at least Level 4, the standard expected for their age, and two-thirds achieving the higher Level 5. These results were well above average and well above the results in similar schools.
2. Results in science were better than in English and mathematics, having been consistently so in recent years. Science is a particular strength of the school. The 1999 results in English were also well above average, while those in mathematics were only above average. The results in both subjects were broadly in line with those in similar schools. Results in national tests at the end of Key Stage 2 have been consistently good in recent years, although there was a slight decline in all three subjects in 1998. The upward trend in the school's results over the last four years is broadly in line with the national trend. Results in all three subjects in 1999 were considerably higher than those in 1996; the targets set by the school were exceeded. Moreover, the proportion of pupils achieving at least Level 4 in English and mathematics already exceeds the national target for 2001.
3. The school is very successful at enabling the vast majority of pupils to achieve nationally expected standards by the age of 11. Through the high quality of much of the teaching at Key Stage 2, a large proportion of the pupils are able to exceed this standard. Pupils at Bugbrooke make faster progress during Key Stage 2 than nationally. An analysis of the results of the pupils who took the Key Stage 2 national tests in 1999 compared with the results achieved by the same pupils when they took the Key Stage 1 tests in 1995, shows that they made more rapid progress than occurred on average in other schools. The school added greater value to these pupils' attainments in English, mathematics and science than was seen nationally.
4. A recent focus in the school has been to improve the standard of the pupils' written work. This has been particularly successful at Key Stage 2. Written work is creative and supports much of pupils' learning across a range of National Curriculum subjects. Some very sensitive and imaginative writing on display in a Year 5/6 class described the pupils' feelings when looking at a candle flame. The use of very expressive vocabulary captured the pupils' thoughts and held the attention of the reader very well. This emphasis has improved the quality of written work and improved attainment in national tests at both key stages. The pupils speak clearly and fluently, using a wide range of vocabulary. They listen well and contribute enthusiastically to discussions. They are generally keen readers, choosing a wide range of texts. Their research skills and their use of the library are good. Many use information technology (IT) to support this aspect of their learning.
5. The successful implementation of the daily mathematics lesson has begun to have a significant impact on standards. The pupils' confidence in handling number is improving both when calculating mentally or when using written methods. Many pupils are able to use several strategies to help them to calculate and can describe those that

they use in solving a particular problem. Standards are rising and more pupils at Key Stage 2 are on line to achieve above the national expectation this year. Improvements have been made in the pupils' use of their mathematics to solve complex problems and simple investigations, with IT being used effectively to extend and support their learning. Pupils have a good understanding of the properties of shapes and can analyse and interpret data.

Enthusiastic teaching generates interest and lends pace to learning

6. A major reason for the high standards achieved by the age of 11 is the quality of much of the teaching, particularly at Key Stage 2. The teachers have high expectations of the pupils, to which they respond well, working with interest and effort. This was evident in a Year 5/6 literacy lesson developing the pupils' understanding of how humour can be generated through metaphor. The teacher required the pupils to think carefully about the language that they used and encouraged them to use expressive vocabulary when producing a piece of imaginative writing. The lesson moved at a swift pace. The pupils' writing on display in the classroom and in their books was highly imaginative and creative, holding the attention of the reader well.
7. Explanations are brisk and confidently given. A particular strength of many lessons is the use teachers make of questioning to encourage the pupils to think and to establish what they have learnt. In a Year 3/4 science lesson, questioning was used very effectively to draw out ideas from the pupils about temperature. A well-directed discussion about the significance of zero Celsius and what ice is, helped to clarify the pupils' understanding. The class was well managed and all instructions and explanations were given clearly. Resources were also chosen and used well. A range of thermometers was provided for the pupils to broaden their experience and focus on the accuracy required when reading temperature.
8. Teachers have a good knowledge and understanding of the subjects that they teach. They deal well at Key Stage 2 with the different ages and abilities within their classes. Lessons are well planned. They have clear objectives and a good sequence of activities that drive pupils' learning forward. A Year 5/6 geography lesson had many of these features. The lesson provided good challenge for all pupils. The brisk movement from whole-class to group investigations generated much pace, and retained the interest and the enthusiasm of the pupils. Learning about four-figure and six-figure references moved forward rapidly. The tasks and activities in a Year 5/6 numeracy lesson looking at the different measures of average were pitched at five different levels of attainment within the class. This provided a suitable challenge for higher-attaining pupils as well as good consolidation and support for the less able. A very good Year 3/4 literacy lesson on how to research a history project had very clear learning objectives. The lesson was very well planned and prepared. Good links were made to previous work and the teacher's high expectations of the pupils were clearly understood. Questioning was used well to develop understanding. The lesson fully involved pupils of both age groups and of all abilities. Challenging activities were chosen which very effectively extended learning.
9. The teaching of pupils with special educational needs, particularly in small withdrawal groups, is effective in enabling them to meet individual targets set and to make good progress. Secure knowledge and understanding of the needs of the pupils and specific targets for their learning contribute much to their progress. The good rapport between the teacher and a small Year 6 group boosted the pupils' confidence and their approach to learning spelling rules. The work emanated from difficulties being experienced by

these pupils in the classroom, which informed their individual education plans. The lesson made a positive contribution to the pupils' spelling skills and their confidence in the use of language. The very clear expectations and effort of the teacher when working with a statemented Year 2 pupil retained the attention and interest of the pupil effectively. Praise was used well to encourage and motivate, but the teacher was firm and persistent when necessary. The activities undertaken focused well on the needs of the pupil and were used to monitor progress as well as extend learning.

10. A further reason for the high standards achieved is the quality and range of the learning opportunities provided. Much work has been undertaken to develop the use of information technology as a tool to support learning. IT and other resources, including games, are used very effectively in individual and group activities to develop understanding and to provide a variety of interesting contexts in which the pupils can learn new ideas. Most pupils can use computers independently to support their learning in a variety of subjects. Pupils in Year 5/6 used a spreadsheet to help them to calculate the average reaction time of the class from a simple experiment. Pupils in Year 1/2 were seen using a drawing package to construct a plant by dragging the various parts into position to make their picture. Text was added and the pupils printed their work without help. Pupils in Year 3/4 used a desk-top publishing program to design a poster about the use of the apostrophe. The pupils make good use of the computers at break and lunchtime, and in some cases before school. A group of girls made a booklet to raise funds as part of a charity activity. Several pupils were observed logging on to the Internet to undertake research or to read their E-mails. Others were scanning either an encyclopaedia or the Internet for information to support their projects on the solar system. The pupils worked confidently and with interest, many being fascinated by the power of the computer to provide information.

The children in Reception learn quickly as a result of the interesting learning opportunities provided and the high quality of much of the teaching

11. Most children have experienced some form of pre-school provision before entering the Reception class. The attainment on entry to the school of these pupils is broadly average. The good start that they receive in the Reception classes results in the vast majority achieving the nationally expected standards by the age of 5. The children are keen and eager to learn. Many are already working confidently within Level 1 of the National Curriculum, particularly in English and mathematics.
12. The majority of the children can recognise simple words out of context and the higher-attaining can use their knowledge of letter sounds to build words. They know the difference between story-books and dictionaries and know their way confidently around the class library when choosing their own reading book. Several can write the first sentence of a nursery rhyme reasonably accurately. Most can count to 10 and many can go beyond this. The higher-attaining recognise the numbers to 15 and know what to add to 8 to make 10. They can also identify coins with a monetary value up to £2.
13. The quality of the education provided for the children in Reception is good and makes a positive contribution to their early progress. Curriculum planning and the learning opportunities provided are very good. Teachers plan lessons that fully reflect the guidance given to schools for the learning of children of this age. Teachers make good use of the information gained from the day to day assessment of the children. From this, work is then well planned and carefully matched to their different needs and abilities. Teaching is securely underpinned by the creative and imaginative use of structured play. Through this, the children successfully extend their learning of early

language and number skills.

14. Classrooms, including the bays outside the rooms, are very well used to support the children's learning. There are plans to extend the currently restricted outside play area in the near future. Effective use is made of additional adult assistance in classrooms, including that of parents. There is a post office in one of the classrooms where the children line up to buy stamps from the classroom assistant before writing a short letter to a friend. The one weakness in the learning opportunities provided is that information technology could be more successfully integrated into some of the experiences offered to the children.

Lively and interesting science teaching leads to rapid learning

15. Very good provision is made for the teaching of science throughout the school. The science curriculum is well planned and well co-ordinated. It provides a coherent experience for pupils so that they can build their skills, knowledge and understanding rapidly. A particular feature is the emphasis placed by teachers on the development of pupils' scientific skills and understanding. A very active approach is adopted, with the pupils regularly engaged in experimental and investigative work. The contexts within which scientific learning takes place are made relevant to the pupils. Examples are used to which the pupils can easily relate. Good links are made with other subjects, such as design and technology, so that the pupils are able to apply their scientific ideas in new and interesting situations.
16. Science is well taught. Confident teaching by skilled practitioners enables the subtleties of the subject to be tackled and understood. Teachers make their lessons lively and interesting. They place a very good emphasis on the correct use of scientific language and terminology, ensuring that its meaning is fully understood. Resources are well chosen and used well to help in the development of the pupils' skills and scientific thinking. The good use of a video, which was stopped at key points for questioning and discussion, helped pupils in Year 5/6 to a better understanding of light. The skilled questioning required the pupils to observe, apply their knowledge and think. All contributions were welcomed and valued by the teacher. Other resources were well selected, and learning was put into context by reference to the recent eclipse. These pupils understood that light travels in straight lines and that this causes shadows. All members of the class could identify sources of light and were able to use and understand terminology such as 'opaque' and 'transparent'. One higher-attaining pupil recognised that the position of a mirror influences what is seen as a reflection. The pupils developed their scientific knowledge and understanding rapidly during this session. They worked with interest and enthusiasm throughout.

The pupils behave well and are keen to learn

17. The majority of pupils have a very positive attitude to the school and to their learning. They are keen and interested by their lessons and show an enthusiasm for all of their work, particularly in Reception and at Key Stage 2. Attendance is high and there are very few unauthorised absences. The pupils respond well to the interesting teaching, concentrating well and working hard on tasks set whether this is in the classroom or during physical education lessons. They are keen to give of their best and to do well. Many are prepared to push hard and extend themselves to achieve well. The physical effort put in by many pupils during cross-country running was particularly noticeable. Many were willing to complete an extra lap of the course to test their endurance. Pupils are also keen to use the computers available before school or at lunchtime, to complete research using the Internet. The pupils' commitment and their perseverance help them

to achieve high standards.

18. The everyday life of the school and its ethos support the pupils' personal development well. Assemblies encourage periods of reflection and an understanding of the lives and beliefs of others. The pupils' own ideas are encouraged, welcomed and valued by their teachers. Pupils are expected to listen to the views of others and to respect them. Good relationships exist between pupils and between pupils and their teachers. Staff know the pupils well and take good care of them. Pupils in all classes are expected to work co-operatively and to support each other. They work well together in class and play happily together outside. They show genuine care for each other and look after those who are new to the school. Pair and group work are particularly successful, as pupils collaborate effectively on a wide range of tasks and activities. They share activities and discuss problems, sharing the work equitably and supporting the younger or the less able sensitively.
19. Lessons in personal and social education (PSE) make an important contribution to the pupils' development. A well-structured Year 5/6 PSE lesson built well upon previous work on bullying. Questioning by the teacher encouraged the pupils to reflect on the plight of a child being bullied and how they might have behaved differently from the other children in the story. The discussion was handled sensitively and the pupils were given a further thought to reflect on as preparation for the next lesson.
20. The behaviour of pupils both in classrooms and around the school is very good. The pupils are mature and very responsible. Although well supervised, they can still be trusted to move freely around the school. They are polite, courteous and friendly towards all adults and can discuss confidently the work that they are undertaking. They are keen to share their thoughts and ideas, and listen carefully to others. This makes the school a pleasant, calm and orderly place in which to learn and develop.

WHAT COULD BE IMPROVED

The very good start made by the children in Reception is not built upon effectively at Key Stage 1.

21. The very good start made by the pupils in Reception means that the majority enter the mixed-age Year 1/2 classes with high levels of attainment and a readiness for learning. Many are already attaining securely within Level 1 of the National Curriculum in most subjects. Progress is slow for some pupils at Key Stage 1, and results in the national tests for 7-year-olds are well below average when compared with results in similar schools. The results in 1999 for reading and mathematics were below average. Results in writing were close to the national average. A considerable effort has been put into improving pupils' writing and this is beginning to have an effect. Standards in writing and mathematics improved in 1999, but were still below those achieved in 1996. Results in mathematics have been consistently weak, while those in reading have shown a steady decline since 1996.
22. The teachers fail to capture the imagination of the pupils, who can become restless as a consequence. Some pupils lose their eagerness for learning at Key Stage 1. Some do not concentrate sufficiently in lessons, which tend to lack pace and drive. The calm working atmosphere seen in Reception and at Key Stage 2 is not repeated at Key Stage 1.
23. A particular weakness in some of the teaching is that planning does not clearly identify

learning objectives for pupils of different ages and abilities. Expectations of what the pupils can achieve are not high enough. There is insufficient understanding of how learning can be moved forward, particularly in literacy and numeracy.

Little formal monitoring of teachers' work takes place

24. Following the previous inspection, changes to the management of the school led to the appointment of a new headteacher and deputy head. They have both been in post for just over two years. On his appointment, the headteacher quickly identified weaknesses in pupils' writing and in the provision for IT. Steps were taken to tackle these weaknesses, which have proved to be successful in both cases. The quality of written work has improved and pupils have much greater access to IT. The headteacher has a clear vision for the future of the school and is supported well by staff and governors. Planning for future development is secure, but there is insufficient monitoring of the work of the school, the quality of the education provided and the standards achieved.
25. There is a growing use of data from national and other optional tests to identify the progress being made by individuals and cohorts of pupils. This data, however, is not being used effectively to set targets for pupils or for school improvement. Targets for improvement are little more than forecasts of what pupils should achieve.
26. A recently undertaken self-review has helped the school to identify areas for development; however, it has not managed to evaluate clearly the reasons behind the lower standards at Key Stage 1. Observations of teaching have not been undertaken on a systematic basis. A more formal system of monitoring will help the school to evaluate the strengths and weaknesses of teaching. Core subject co-ordinators provide their colleagues with useful support and manage their areas effectively. They give helpful guidance with planning, lead staff training and have observed some lessons; however, most subject co-ordinators and the deputy headteacher are not sufficiently involved in monitoring the quality of classroom provision and the standards of work achieved by pupils in their subjects. While they have an understanding of what happens in their year group and to some extent the key stage in which they work, their influence over and understanding of the quality of provision in the other key stages is limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- (1) improve teaching and learning to raise standards at Key Stage 1;
- (2) strengthen the way in which teaching and the quality of education are monitored, giving greater responsibility at a whole-school level to co-ordinators and the deputy headteacher.

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	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	38	38	18	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	306
Number of full-time pupils eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	24	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	19	22
	Girls	18	19	21
	Total	37	38	43
Percentage of pupils at NC Level 2 or above	School	76 (75)	78 (74)	88 (80)
	National	82 (80)	82 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	18	22	24
	Girls	18	20	24
	Total	36	42	48
Percentage of pupils at NC Level 2 or above	School	73 (73)	86 (70)	98 (78)
	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	26	33	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	21	24
	Girls	28	25	31
	Total	48	46	55
Percentage of pupils at NC Level 4 or above	School	81 (66)	78 (70)	93 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	17	22
	Girls	27	25	31
	Total	41	42	53
Percentage of pupils at NC Level 4 or above	School	69 (78)	71 (74)	90 (92)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	265
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	24.3
Average class size	22.6

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	135

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1998/9
	£
Total income	492660
Total expenditure	492506
Expenditure per pupil	1507
Balance brought forward from previous year	26110
Balance carried forward to next year	26264

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	306
Number of questionnaires returned	136

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	4	0	1
My child is making good progress in school.	47	47	4	0	1
Behaviour in the school is good.	27	67	5	0	1
My child gets the right amount of work to do at home.	31	49	15	1	3
The teaching is good.	49	48	1	0	1
I am kept well informed about how my child is getting on.	31	44	21	3	1
I would feel comfortable about approaching the school with questions or a problem.	59	32	7	1	1
The school expects my child to work hard and achieve his or her best.	53	42	3	0	2
The school works closely with parents.	33	46	18	1	2
The school is well led and managed.	32	45	11	2	10
The school is helping my child become mature and responsible.	41	47	4	0	8
The school provides an interesting range of activities outside lessons.	33	40	15	3	10