

# INSPECTION REPORT

## **LONG MARSTON CE VA JMI SCHOOL**

Long Marston, TRING

LEA area: Hertfordshire

Unique reference number: 117459

Headteacher: Mr P Dickenson

Reporting inspector: Mr S Hill  
21277

Dates of inspection: 14<sup>th</sup> to 15<sup>th</sup> March 2000

Inspection number: 190684

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Station Road Long Marston TRING Herts
Postcode:	HP23 4QS
Telephone number:	01296 668386
Fax number:	01296 660412
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs H Taylor
Date of previous inspection:	4.11.1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Steve Hill	Registered inspector
Keith Ross	Lay inspector
John Wilkinson	Team inspector

The inspection contractor was:

Evenlode Associates Limited  
6 Abbey Close  
ALCESTER  
Warwickshire  
B49 5QW

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33 Kingsway  
London WC2B 6SE

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Long Marston is a voluntary aided Church of England primary school catering for 122 full-time pupils aged from 4 to 11 years. It is smaller than the average primary school, and serves the village of Long Marston, near Tring in Hertfordshire, but also admits a significant number of pupils from other nearby villages. 17 pupils (14.5%) are on the register of special educational needs, which is below average. Most of the special needs are divided equally between moderate learning difficulties and specific learning difficulties. Two pupils have statements of special educational need. Most pupils are white and all are of United Kingdom heritage and their home language is English. Pupils' attainment on entry covers a wide range and is broadly average, although the number of low attaining pupils is smaller than average. The social circumstances of pupils cover a wide range, but overall are somewhat better than average. The number of pupils entitled to free school meals is 9.7%, which is below average. Since the last report, the school has increased its office space and classroom accommodation, and pupils now are in 5 classes, as opposed to the 4 classes which previously took a similar number of pupils.

### HOW GOOD THE SCHOOL IS

This is a good school, which is well led and managed. Standards are high, teaching and learning are consistently good, and the school provides good value for money.

#### What the school does well

- The quality of teaching and learning is consistently good.
- Standards of attainment are generally high, particularly in English, maths and science.
- The very good provision for moral and social development ensures that pupils have very positive attitudes towards school, form very good relationships, and their behaviour is very good.
- The school is well managed.
- The school provides a good quality, broad and balanced curriculum.

#### What could be improved

- More consistent use could be made of information technology to support work in subjects across the curriculum.
- The monitoring of standards in subjects other than English, maths and science could be more systematic.

*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 the accommodation has been improved and a new classroom and extra office space has been built. The improvement in education since the last inspection has been good. The school has maintained high standards across the curriculum, and has built upon and improved the already high standards of teaching. The school development plan has been improved and suitable measures put into place to evaluate its effectiveness. Schemes of work have been written for most subjects and these support a broad and balanced curriculum. The use of assessment has been improved. A clear homework policy is in place and is implemented effectively. Appropriate targets have been set and the school is well placed to continue to improve.

### 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	D	B	A	A
mathematics	A	B	C	C

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

science	A	A	B	B	well below average	E
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The school's results are generally high in relation to national averages, and in relation to schools with similar percentages of pupils who are entitled to free school meals. Changes over time are principally attributable to the variation in ability levels of the relatively small cohorts. Suitable targets are set for future results in national assessments. Inspection evidence generally confirms that standards are above average in English, maths and science at the end of each key stage. Pupils achieve well in relation to their broadly average attainment when they start school. They make good progress and most children meet the desirable outcomes for learning by the time they are five. At both key stages, in English, there are particular strengths in the quality and range of writing which pupils produce, both in English lessons and in other subjects across the curriculum, such as history. By the time they leave the school, standards in history are particularly high. Standards in art, which were very good at the last inspection, continue to be high. Standards in information technology (IT) are variable between different aspects of the subject, but are broadly satisfactory at the end of each key stage. However, pupils do not make sufficient use of IT to support work across the curriculum. High overall standards have been maintained since the last inspection, and standards in English at Key Stage One have been improved.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They work hard and enjoy what they do. They take a pride in their work and in their school.
Behaviour, in and out of classrooms	Pupils' behaviour is very good throughout the school. This strongly supports the consistently good learning which takes place in classrooms, as well as the friendly, relaxed environment which prevails at break-times and in extra-curricular sessions.
Personal development and relationships	Pupils' personal development is good. Pupils' relationships are very good, both with each other and with adults. They play and work together well, enjoy each other's company, and older pupils are very conscious of their responsibilities to the younger ones. Pupils are friendly and respectful to adults.
Attendance	Above average attendance levels have been maintained since the last inspection. However, there are inconsistencies in how registers are completed in different classes.

### 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 teaching is consistently good throughout the school, and is sometimes very good at Key Stage Two. During the inspection, all the teaching seen was at least good; no unsatisfactory teaching was observed. 25% of teaching was very good. This supports the consistently good learning that takes place in all classes. A significant strength of all teaching is the high quality of relationships between staff and pupils, which results in high standards of discipline, and secure classroom management. Teachers have high expectations of work and behaviour, which pupils try hard to fulfil. Lessons have a good pace, so pupils' interest and concentration are sustained well. Teachers know their pupils well and work hard to meet their individual needs. The good use of the many skilled support staff enhances the learning of all pupils, but particularly those with special educational needs. Pupils respond very positively to the good teaching, behave very well, work hard and take a pride in their achievements.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in class is broad and interesting, engages pupils' enthusiasm and supports generally high standards. High quality planning supports good cross-curricular links between subjects, and there is often a considerable depth of understanding in what pupils learn. Extra-curricular activities are wide and contribute well to pupils' progress. The use of information technology to support the curriculum is under-developed.
Provision for pupils with special educational needs	Provision is good and supports good progress. Individual education plans are of good quality, are reviewed regularly, and used effectively. Support staff make a valuable contribution to the learning of pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Social and moral development is very good, cultural development is good, and spiritual development is satisfactory.
How well the school cares for its pupils	The school makes appropriate provision to care for its pupils. A particular strength is the effectiveness of measures to promote good behaviour and to eliminate any bullying. Pupils feel secure and happy at school. Effective procedures are in place to support pupils' safety. Although all teachers, and some other staff, have received appropriate training in child protection, there is a need to extend this to include all staff.

The school works well in partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership to the school and, working closely with the deputy head, leads a very effective team that concentrates on promoting high standards. Subject co-ordinators give a good lead to colleagues in the organisation of the curriculum.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and have a good understanding of the needs of the school and its priorities.
The school's evaluation of its performance	The school evaluates its own performance well, giving high priority to maintaining standards.
The strategic use of resources	Financial planning is effective in supporting the educational priorities of the school. Good use is made of available resources. The school applies the principles of "best value" well.

## 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>• Behaviour in the school is good.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> <li>• The school is helping children become mature and responsible.</li> <li>• Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like changes in the amount of homework set.</li> <li>• Some parents feel the school does not work closely with them.</li> <li>• Some parents do not feel well informed about how their children are getting on.</li> </ul>



The inspection team agrees with parents' positive views. The amount of homework set, and the information provided for parents, are satisfactory. In comparison with most schools, the school works well in partnership with parents.

## **PART B: COMMENTARY**

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

1. The Quality of Teaching and Learning is consistently Good.
2. The teaching is consistently good throughout the school, and is sometimes very good at Key Stage Two. During the inspection, all the teaching seen was at least good; no unsatisfactory teaching was observed. 25% of teaching was very good. This high quality teaching supports the consistently good learning which takes place in all classes. At the last inspection, the teaching was also good overall, and the school has built well upon this and now achieves greater consistency in the quality of teaching.
3. A significant strength of all teaching is the high quality of relationships between staff and pupils, which results in high standards of discipline, and secure classroom management. Teachers and support staff treat pupils with consideration and respect, and this is returned by pupils, who like and trust their teachers. In conversation, pupils in Year 6 said that the best thing about the school was that teachers made all the lessons fun, and were very good at explaining things. This is confirmed in lessons, when teachers provide an interesting range of activities, and give clear explanations. A good pace ensures that pupils enjoy their lessons and maintain concentration. Teachers encourage pupils to contribute to lessons, and value their contributions, so that pupils will try to answer even if they are not sure they are correct.
4. Lessons are planned well and written planning shows clearly what pupils are intended to learn. Classroom organisation is good and little time is wasted. Subject knowledge is generally good, and teachers have high expectations of work and behaviour. This helps ensure that pupils learn new knowledge quickly, and consolidate their existing skills well. Good teaching of literacy, including phonics, and of numeracy, ensures that pupils gain secure skills in these aspects of the curriculum. Teachers ensure that pupils make good use of their literacy and numeracy skills in other curriculum subjects. This helps consolidate these skills, as well as supporting learning in the other subjects. For example, during a very good science lesson with pupils in Year 6, they carefully read complex information before drawing their own conclusions and writing about them in their own words. However, although some good examples were seen, teachers are less secure in incorporating pupils' IT skills into work in other subjects.
5. Teachers know their pupils well and work hard to meet their individual needs. The good use of the many skilled support staff enhances the learning of all pupils, but particularly those with special educational needs. Pupils respond very positively to the good teaching, behave very well, work hard and take a pride in their achievements. Pupils in Year 2, in conversation, explained how proud they were of the school and that the best thing about the school was the teachers.

### **Standards of attainment are generally high, particularly in English, maths and science**

6. The school's results in national assessments in English, maths and science are generally high in relation to national averages, and in relation to schools with similar percentages of pupils who are entitled to free school meals.
7. Inspection evidence generally confirms that standards are above average in English, maths and science at the end of each key stage. Standards were better than those normally found in almost all lessons observed. The school has maintained the generally high standards seen at the last inspection, and has improved standards in English at the end of Key Stage One. Pupils achieve well in relation to their broadly average attainment when they start school.
8. In English, there are particular strengths in the quality and range of writing which pupils produce, both in English lessons and in other subjects across the curriculum, particularly history. Pupils write in a variety of styles and genres and have developed a very effective understanding by the time they leave the school. They have a good command of grammatical constructions and, for

example, pupils in Year 6 quickly proved adept at changing an account written as “autobiography” into “biography”, by changing the person of their writing. At the end of Key Stage One, pupils showed a very good understanding of story conventions when writing their own sequel to “The Lighthouse-keeper’s Lunch.” They wrote fluently, spelling words with a good knowledge of phonic conventions. Pupils’ reading skills are good and they make good use of them when interpreting instructions, researching information, or when tackling unusual tasks, such as answering comprehension questions from a replica of an old school text book. Their speaking and listening skills are good and they contribute well in lessons. They are confident speakers and can explain their ideas well in informal situations, or more formally talking to the whole class. They develop their vocabulary well across a range of subjects, for example confidently and accurately using terms such as “kinetic energy” in their science lessons.

9. Pupils at both key stages attain standards in mathematics that are above average. They have a secure grasp of number bonds and are confident in applying them to solve mathematical problems. For example, when working out differences in the costs of ferry fares, pupils in Year 5 made good use of their secure understanding of the subtraction of decimals. Pupils are developing well a range of mental strategies to use in investigative studies and are able to record their results in a variety of ways. They have good numeracy skills and apply them well across the curriculum, for example using a range of graphs and charts to illustrate their work on pulse-rate and calories in science.
10. Standards in science are good at both key stages. Pupils gain a good understanding of the full range of scientific knowledge, supported by well-developed skills in investigative and practical work. For example, pupils in Years 3 and 4 confidently made predictions and explained their reasoning when investigating pneumatic systems. They observed carefully, suggested sound reasons for what they had seen, and recorded their observations accurately, making good use of their literacy skills.
11. By the end of the school standards in history are particularly high. The work which pupils in Year 6 have done on “Britain since 1930” shows a great depth of knowledge and understanding of many aspects of the period, as well as very effective use of primary and secondary sources of evidence to support their learning. The work they did showed a good understanding of issues which affected the village and the school, as well as events further afield. Standards in art, which were very good at the last inspection, continue to be high. Good examples are on display throughout the school, such as the careful paintings from life of daffodils and amaryllis by pupils in Key Stage One, or the meticulous pairs of self-portraits in different media by the oldest pupils. At Key Stage One, which was the only key stage where lessons in the subject were observed, pupils attain good standards in physical education. Younger pupils show good balancing skills, and a good understanding of specific vocabulary to describe their movements. Older pupils start to link their movements together effectively into a sequence and work well with a partner. Standards in IT are variable between different aspects of the subject, but are broadly satisfactory at the end of each key stage. However, pupils do not make sufficient use of IT to support work across the curriculum.

**The very good provision for moral and social development ensures that pupils have very positive attitudes towards school, form very good relationships, and their behaviour is very good**

12. The high standards in these aspects of school life have been maintained well since the previous inspection.
13. The very good provision for moral development gives pupils a clear understanding of right and wrong, and has a beneficial effect on their attitudes and behaviour. Teachers have high expectations of pupils’ behaviour and are good role models. The school has a clear, positive behaviour policy that is practised consistently across the school. At the start of each year, pupils are involved in formulating class rules. Pupils know that unsatisfactory behaviour will not be accepted, and can explain why. The provision for pupils’ social development is very good. They have many opportunities to work together on tasks across the curriculum. For example in science when making rubber-band powered “crawlers”, pupils in Years 4 and 5 showed good collaborative

skills. Pupils are given good opportunities to speak to large and small groups, which they eagerly accept, for example when pupils in Years 1 and 2 gave a “weather forecast” to the rest of the class in a geography lesson. A good range of interesting visits extends the curriculum and provides good opportunities for pupils to further their social development. The regular residential visits, to Cuffley for example, enable pupils to relate to each other in a different social situation, as do the good range of extra-curricular clubs on offer. Pupils particularly enjoy these, and say they would like there to be even more.

14. Pupils have very good attitudes to learning. They are enthusiastic, enjoy coming to school, show interest in all their work and concentrate well. They are eager to answer questions, and listen attentively to teachers’ explanations. In a physical education lesson with the youngest pupils, for example, they responded very quickly to the teacher’s clear instructions, and made good progress in their learning, refining their skills in travelling around the hall in different ways. Pupils are prepared to take time over their work, concentrating for long periods of time when needed. Older pupils show a mature attitude towards aspects of work that they do not especially enjoy, concentrating and working hard because they know it is important. All pupils take a pride in their work and enjoy explaining how they did it.
15. In classrooms, around the school and in the playground, the behaviour of pupils is very good. They show a ready acceptance of discipline, order and fair play in all aspects of school life. They are polite and work together effectively in pairs or in small groups without any squabbling. Accommodation and property are treated with respect. Older pupils report that any disagreements with classmates are soon sorted out with the help of the teachers, and stress how important it is to “make up” quickly.
16. Pupils develop very good relationships with each other and with staff. Pupils work and play together amicably, sharing equipment and ideas sensibly, and supporting each other when needed. A good example of this was seen during the inspection when pupils in Years 4 and 5 worked together to compose advertising jingles in a music lesson. Older pupils show a good awareness of the needs of younger ones, and of the need to keep an eye on them and offer help when they first start school. All pupils are accepted and are well integrated socially into the life of the school and the work in classrooms.

### **The school is well managed**

17. This continues to be a strength of the school. The headteacher provides very good leadership to the school and, working closely with the deputy head, leads a very effective team that concentrates on promoting high standards of work and behaviour. All staff work together very effectively, sharing a common purpose and supporting each other well. This has enabled the school to successfully address the weaknesses identified in the last report, so that the improvement since then has been good. Subject co-ordinators give a good lead to colleagues in the organisation of the curriculum. They have worked well to develop schemes of work since the last inspection, and these are now in place in most subjects, giving good support to the high quality curriculum in the school. This meets a key issue of the last report. Governors fulfil their responsibilities well and have a good understanding of the needs of the school and its priorities.
18. The school’s aims and priorities are reflected well in its day-to-day work. The school has a very good ethos that strongly supports high standards, good relationships, and an orderly, working environment, in which pupils feel secure and are able to learn very effectively.
19. The school evaluates its own performance well. The school development plan, which was a weakness at the last report, is a sound document that clearly outlines work to be done, sets appropriate time scales, and allocates responsibilities. Costings are included and good attention is given to raising standards and to evaluating previous work. Results of national assessments are evaluated and suitable targets set for the future. Good use is made of external expertise, such as a consultant building surveyor, and the LEA’s supplies organisation, to ensure that good value for money is obtained.

20. Teachers are observed working in the classroom as part of the school's system of appraising teachers' professional performance. In addition, good procedures are in place to monitor standards and teaching in English, maths and science. Co-ordinators observe all their colleagues teaching in these subjects each year, and link this to sampling pupils' work. Issues identified are recorded and are reported back to the teachers involved, as well as to the headteacher. In other subjects, however, monitoring is less systematic.
21. Financial planning is effective in supporting the educational priorities of the school. A recent auditor's report confirms that day-to-day financial systems are of good quality. Governors and the headteacher are clear about the reasons underpinning major financial decisions. For example, the head's relatively large teaching commitment is undertaken to free up money to provide the good levels of classroom support, which are used effectively to support pupils' learning, particularly that of pupils with special educational needs. The relatively large financial reserves are being kept so that, despite anticipated fluctuations in the school roll, the school will be able to maintain five classes, and hence maintain continuity and stability in provision. Good use is made of available resources. The school applies the principles of "best value" well, and gives good value for money.

### **The school provides a good quality, broad and balanced curriculum**

22. The curriculum is good and provides a broad range of opportunities for all pupils, including those under-five. In most subjects, suitable schemes of work have been developed, which are planned appropriately to meet the needs of mixed age classes. Activities are well organised so that they sustain pupils' concentration and enthusiasm. In one interesting science lesson, for example, pupils were eager to investigate the distance travelled by different cotton-reel "crawlers," which they had made themselves, and to compare results. In music, pupils benefit from the provision of a specialist teacher, not only in performing and composing in lessons, but also supporting instrumental groups. The group of pupils who played recorders in assembly, for example, achieved high standards. Throughout the school there are good examples of high quality work which has obviously been the result of careful effort by pupils, such as the self-portraits in Year 6. There are high quality examples of work in design and technology, for example the interesting and varied models based on winches in the younger Key Stage Two classes. A strong feature of the curriculum is the effective integration of different subjects into the overall planning of topics, which are often studied in considerable depth. In a history topic, for example, pupils made use of their numeracy skills in a challenging task involving calculations with the "old" money of £.s.d. In other areas, both the national literacy strategy and numeracy strategy have been successfully implemented and are making an impact on pupils' learning. However, with some notable exceptions, the use of information technology to extend pupils' knowledge across the curriculum is under-developed.
23. The curriculum is successfully organised to meet the wide range of special educational needs in the school, and is successful in meeting the individual needs of each pupil. There are many opportunities planned to enrich curricular provision, including a wide range of educational visits. In physical education, for example, the residential visits to venues such as Cuffley give opportunities to extend pupils' experience of outdoor and adventurous activities. In history and geography, pupils' topic work is enhanced by visits to places of interest. For example, pupils in Key Stage Two visited Stevenage museum, where they enjoyed dressing in period costumes, and trying activities such as ironing or polishing with Victorian equipment.
24. A good range of extra-curricular activities is provided which pupils of different ages have the opportunities to join. These include many sporting activities such as football, netball and athletics, as well as dance, French and instrumental groups. Pupils support clubs well and gain great enjoyment from them, as well as improving their skills in a range of aspects, which supports their standards of achievement in different subjects. Staff and parents contribute effectively to extra-curricular provision, and the school makes use of coaching expertise from a Premier League club to support football training.

## **WHAT COULD BE IMPROVED**

### **More consistent use could be made of information technology (IT) to support work in subjects across the curriculum**

25. Pupils are achieving broadly satisfactory standards in IT, although this is patchy in different strands of the subject. For example, although pupils in Year 6 have a good understanding of art programs, and of a health education program they have used recently, they are unable to use simple data handling programs, although they have used them in the past. Some very good work is done to introduce pupils to a wide range of IT programs. Pupils have worked with a parent to set up a web site for the school, for example. The specific curriculum for IT ensures that pupils are introduced to all the relevant elements of the national curriculum during their time in the school. Some useful work has been undertaken where IT has been used effectively in other subjects. For example, pupils in Year 6 have used a digital camera to support work of high quality in art. In some lessons, although pupils work at the computer, the work they are doing, while useful, does not relate directly to what their classmates are doing. For example, a group of pupils worked on a program on magnetism while the rest of the class did practical work on pneumatic systems. Although their work was related to the general theme of forces, pupils missed the good quality practical work, which was well planned and effective. In other lessons, many opportunities are missed to use IT to support pupils' work in different subjects. For example, pupils seldom use word processing to do their writing in English lessons, even when this could easily be organised. As a result, they lack sufficient opportunities to practise using programs, and do not consolidate their skills sufficiently in some basic strands of IT. Although the school has some good quality resources, a number of computers are old and out-of-date, and do not support some strands of the curriculum adequately.

### **The monitoring of standards in subjects other than English, maths and science could be more systematic**

26. Good systems are in place to monitor standards and teaching in English, maths and science. In other subjects, no formal systems are in place to identify strengths and weaknesses or to record them. Teachers work well together to plan the curriculum and gain some informal information about what is happening in the subjects they co-ordinate. However, this only gives them a partial view of standards across the different classes, and does not give them a secure understanding of the extent to which what happens in one class builds upon what happened in the previous class. This means that co-ordinators are not always in a position to target their support where it is most needed, or to share best practice.

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

In order to consolidate and build upon the current good provision the school should:-

1. **Make more use of information technology to support work across the curriculum**, particularly word processing to support writing, and data handling programs to support numeracy, by
  - a. Continuing to develop the scheme of work in line with current plans, so that more specific and detailed advice is available to teachers about using IT in other subjects.
  - b. Reviewing and upgrading the provision of computers and software with particular regard to what support they can provide in different subjects.
  - c. Providing more training for staff as needed.

2. **Improve the monitoring of standards and provision**, in subjects other than English, maths and science, by:-
  - a. Establishing systems in each subject to give co-ordinators a clearer view of standards and consistency in different classes.
  - b. Recording and disseminating the information that is gained.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	16

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	75	0	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	122
Number of full-time pupils eligible for free school meals	n/a	11

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	17

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<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	5
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

**Authorised absence**

%
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**Unauthorised absence**

%
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School data	4.2
National comparative data	5.4

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***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	10	8	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	10
	Girls	8	8	8
	Total	15	16	18
Percentage of pupils at NC level 2 or above	School	83	89	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	8	8	8
	Total	16	17	18
Percentage of pupils at NC level 2 or above	School	89	94	100
	National	82	86	87

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

### ***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	9	5	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	4	3	3
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	86	86	86
	National	70	69	78



<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	4	3	3
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	86	86	86
	National	68	69	75

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

### *Ethnic background of pupils*

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

*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)	5.5
Number of pupils per qualified teacher	22.18
Average class size	24.4

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

Total number of education support staff	7
Total aggregate hours worked per week	86

*FTE means full-time equivalent.*

### *Financial information*

Financial year	1998-99
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	£
Total income	241374
Total expenditure	242586
Expenditure per pupil	2039
Balance brought forward from previous year	40202
Balance carried forward to next year	38990

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

**Questionnaire return rate**

Number of questionnaires sent out

122

Number of questionnaires returned

75

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	3	0	0
My child is making good progress in school.	55	39	5	0	1
Behaviour in the school is good.	55	44	0	0	1
My child gets the right amount of work to do at home.	41	37	15	3	4
The teaching is good.	59	40	1	0	0
I am kept well informed about how my child is getting on.	40	49	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	35	4	1	0
The school expects my child to work hard and achieve his or her best.	64	35	1	0	0
The school works closely with parents.	48	36	12	0	4
The school is well led and managed.	59	40	0	0	1
The school is helping my child become mature and responsible.	55	44	1	0	0
The school provides an interesting range of activities outside lessons.	51	40	5	0	4