

INSPECTION REPORT

HOLY TRINITY C of E PRIMARY SCHOOL

Taunton, Somerset

LEA area: Somerset

Unique reference number: 123848

Headteacher: Mrs L C Richards

Reporting inspector: Harry Turner
4346

Dates of inspection: 11 – 13 June 2001

Inspection number: 191213

Short 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

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: South Street
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Somerset

Postcode: TA1 3AF

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Appropriate authority: The Governing Body

Name of chair of governors: Fr J Laurence

Date of previous inspection: 13 January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Trinity Church of England Voluntary Aided Primary has 305 pupils on roll aged between four and 11. There are two hearing resource bases attached to the school, which provide specialist support for eight pupils who are mainly taught in mainstream classes. The pupils are organised into ten classes. Eight classes cater for pupils of mixed age and two meet the needs of reception age children. The school roll is more or less the same as at the time of the last inspection, which took place in 1997. The percentage of pupils known to be eligible for free school meals (18.9 per cent) is broadly in line with the national average. There are five pupils of minority ethnic background and two who speak English as an additional language, which is low in comparison to the national average. The percentage of pupils on the special educational needs register (21 per cent) is in line with the national average. This includes 12 pupils with a statement of special educational needs, which is above average. The main areas of special educational needs relate to hearing impairment, specific and moderate learning difficulties. The attainment of pupils on entry to the school covers a wide range, from those who are well above average to those pupils who experience some learning difficulties. Taken overall, however, the attainment of pupils on entry to the school is broadly typical for their age.

The school mission statement is "Think for ourselves and feel for others". Areas identified by the school for improvement include raising standards in writing, spelling and information and communication technology.

HOW GOOD THE SCHOOL IS

This is a good school. The pupils respond well to the good teaching, and form good relationships with each other, with their teachers and other adults. The pupils' attitudes to learning are very good and they make good progress in most aspects of their education. The leadership and management are effective and resources are used well. The school gives good value for money. The strengths of the school greatly outweigh its weaknesses.

What the school does well

- The attainment of the pupils in mathematics and science is well above average.
- The progress made by pupils with special educational needs is very good.
- The pupils are involved in an excellent range of sporting activities, which are organised out of school hours. A high proportion of pupils represent the school in a wide range of sporting activities.
- The pupils' attitudes and behaviour are very good.
- The headteacher and senior staff give strong leadership for school improvement. All staff and governors work well as a team and show they are capable of raising standards further.

What could be improved

- The standards pupils achieve in writing by the time they leave the school, whilst not below average, are not high enough.
- The provision for, and the standards achieved by, pupils in information and communication technology.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its inspection in January 1997. The pupils now reach above average standards overall by the time they leave the school. Standards in mathematics have improved more than they have nationally due to effective implementation of the National Numeracy Strategy. The rate of progress made by pupils overall through the school is good. The pupils now have good opportunities to plan investigations, seek information, pose questions and communicate results to each other. The teachers provide good leadership for areas of the curriculum and have a good understanding of the pupils' standards as a result of effective monitoring of lessons. The teachers' curriculum plans now clarify what is expected of pupils of different ages in the same class. The school plans well for improvement, identifying clear priorities to raise pupils' attainment. The school has maintained high standards in the pupils' behaviour and attitudes. Their personal development has improved through the provision of more opportunities for them to work independently. The school continues to work hard to improve the range of after-school and sporting activities in which the pupils are involved.

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
	1998	1999	2000	2000
English	A*	C	C	C
mathematics	D	C	A	A
science	B	B	A	A

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

Five year olds in the current reception class achieve overall what is normally expected for their age in speaking and listening, reading and writing and numeracy. In National Curriculum tests for seven year olds, last year's pupils achieved average standards in reading, writing and mathematics. Evaluation of the pupils' work during the inspection shows an improvement in the standards achieved by seven year olds in reading and writing and a substantial improvement in mathematics. By the age of 11, standards compared to all schools are average in English and well above average in mathematics and science. Standards in English are average in comparison to those achieved by pupils in schools where there is a similar intake, but well above average in mathematics and science. Standards of pupils aged 11 compared to pupils in other schools who achieved similar standards when they were aged seven are below average in English but well above average in mathematics and science. The work seen of 11 year olds confirms that standards in mathematics and science are above average and that they are average in English. The school's rate of improvement in the National Curriculum tests for 11 year olds in English, mathematics and science is in line with that achieved by the majority of schools nationally. However, the rate of improvement in mathematics achieved since 1998 is well above average. The pupils with special educational needs make very good progress in the targets set for them. Pupils with English as an additional language make good progress.

The school sets challenging targets for the pupils' performance in National Curriculum tests for 11 year olds, which contributes to all the pupils achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils show enthusiasm for learning and work diligently on the tasks set. They are articulate and eager to answer questions.
Behaviour, in and out of classrooms	Behaviour is very good. The pupils respond well to the high expectations set by staff.
Personal development and relationships	The pupils' personal development is good. Relationships are good. The pupils show concern for each other and are given increasing responsibility as they progress through the school.
Attendance	Attendance is good. There is very little unauthorised absence and pupils enjoy coming to school.

The pupils' attitudes and behaviour are strengths of the school. The pupils are enthusiastic about their school. They take care with their work and persevere on the tasks set. They show respect for each other and can reflect on others' values and feelings. Relationships are good throughout the school. Pupils grow in confidence and take increasing responsibility as they progress through the school. The pupils with special educational needs are well integrated into their classes.

TEACHING AND LEARNING

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

Overall the quality of the teaching is good and this has a positive impact on the pupils' learning. In the lessons observed all the teaching was at least satisfactory. In 75 per cent of lessons it was judged to be good or better, and in 8 per cent as very good. The consistently good teaching was in Years 1 and 2, although there were features of good teaching in all lessons observed. For example, all teachers have clear objectives for each lesson. Similarly, the emphasis placed on neat presentation and organisation of work is effective in all classes. What often makes the teaching good or better are the teachers' subject knowledge, effective planning and infectious enthusiasm. Where teaching is less successful the pace of lessons is too slow and the introductions to lessons take too long. In these, the pupils are not focused enough on listening to instructions and have insufficient time to complete the set task. The quality of teaching is higher in mathematics than in English. In mathematics the teaching is good overall. Here, good and sometimes very good teaching has a positive impact on the pupils' learning and the high standards achieved. The skills of numeracy are taught well. In English, the majority of the teaching is sound, although there is some good teaching. There are not enough opportunities for the pupils to reach higher standards in writing in Years 3 to 6. The teachers' marking does not

consistently give pupils feedback on how they can improve their standards. Similarly, a system of setting individual targets is not yet established to help the pupils fully appreciate what they need to do to improve. The teaching of pupils with special educational needs, including those with hearing impairment, is very good. The link between the teachers and the teaching assistants is strong and forms the basis of the very good teaching. The pupils with hearing impairment make very good gains in their learning as a result of a good balance of support delivered through mainstream teaching and withdrawal for specialist support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall the curriculum is broad and appropriately planned, with key learning objectives clearly stated. However, some literacy and numeracy lessons are too long and this restricts the time available to achieve a sufficiently balanced curriculum. National Curriculum requirements for information and communication technology (ICT) are not yet met in full. The use of ICT is not sufficiently established across the curriculum. The provision of extra-curricular activities is excellent.
Provision for pupils with special educational needs	Very good. These pupils make very good progress. They are well supported by the teachers and teaching assistants. The pupils from the hearing impaired resource base are integrated very successfully into mainstream classes.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. There are very good relationships between pupils and teachers. There are very high expectations of behaviour and the pupils are given many opportunities to take responsibility and show initiative. This ensures that moral and social development is very good. The provision for spiritual development is good. Provision for cultural development is sound.
How well the school cares for its pupils	The school takes good steps to ensure the pupils' welfare, health and safety. There is an effective behaviour policy, which includes anti-bullying and anti-racist statements. Relationships in the school are very good.

The school provides equality of access and opportunity for all pupils with special educational needs, including those in the hearing impaired resource base. A careful balance is achieved between supporting these pupils in the classroom and withdrawing them for specialist support. All adults working at the school provide good role models and help pupils by reinforcing the difference between right and wrong. Good opportunities are provided for pupils to take responsibility, as when older pupils look after younger ones on the playground or help them with reading. There are good opportunities for day and residential visits to enhance the curriculum. The range of after-school and lunchtime clubs is very good and is excellent for sporting activities. The school's partnership with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and senior staff provide good leadership. Together with strong contributions from the teachers and other adults, they create an ethos which enables all pupils to make good progress and reach high standards. The management of subjects has improved since the last inspection. A good example of this is the very good co-ordination of art.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities. They are well organised to carry out their responsibilities and work effectively to support the leadership and management of the school. They are well informed about the strengths and weaknesses of the school.
The school's evaluation of its performance	The school evaluates its performance well. The pupils' performance and assessment data are analysed and samples of their work are evaluated. The effectiveness of the teaching is regularly monitored. Areas for improvement are identified and acted upon.
The strategic use of resources	The budget is well planned and resources are used well. For example, a significant part of the surplus from last year's budget has been used effectively to increase the number of teaching assistants. Inspection evidence shows this is a very successful strategy, in particular for pupils with special educational needs, who make very good progress in their learning as a result.

The headteacher uses the principles of best value well. For example, all resources are used well and the pupils' progress is compared with that of pupils in other schools. The school plans effectively to raise attainment and consults with pupils, parents and external consultants. Competitive rates are sought for the purchase of all goods.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are happy, well behaved and confident. • The school expects the children to work hard and achieve their best. • The school is well led and managed. • The school provides a broad curriculum. • There is a wide range of clubs, 	<ul style="list-style-type: none"> • A clearer understanding of what the homework timetable is for each class. • Reports that give a clearer idea of their children's progress and achievement. • Improvement in information and communication technology.

<p>particularly for sports.</p> <ul style="list-style-type: none"> • The school is open to parents' questions and problems. • The support teachers provide for children who are having difficulties. 	
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The inspectors generally endorse the parents' comments. The pupils work hard for most of the time. In some lessons where the pace is slow, some pupils drift off task. The inspectors found that there was some inconsistency in the homework set for the different classes. The school has a homework policy but it is not clear that all the classes follow it.

The after-school clubs and lunchtime activities are excellent. There is a wide variety of sports activities and children compete with other schools in the area. The pupils enjoy this and take pride in their success. A range of visits is provided for the pupils. Each year the Year 6 children have a residential week, and an art week was held earlier in the school year. The visits are well linked to classwork.

The school holds regular parents' evenings and parents reported that these were very useful in giving a clear picture of their children's progress. The annual reports sent to parents are very descriptive and give a full account of what a child has done. However, the use of more straightforward language would make the progress made by pupils more understandable to parents. The children have an opportunity to contribute to the report and targets are set, but these are not clear and need to be more focused to be effective.

There is an active parents' association, which raises funds for the school and brings parents together for social functions. The good links between the school and the association enable parents to contribute ideas for school improvement.

Standards in information and communication technology are below average. The school has a plan to raise standards, which includes seven computers to be leased, installing an Internet link and improving the curriculum so that it meets the requirements of the National Curriculum. Inspectors agree with parents that this is a major area for improvement in the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The attainment of the pupils in mathematics and science is well above average.

1. The pupils achieve well above average standards in mathematics and science in National Curriculum tests for 11 year olds.
2. The children have positive attitudes to learning in mathematics. They concentrate well in lessons and enjoy the strong emphasis placed on learning and testing of number facts. Children of all ages are willing to answer questions in whole-class oral sessions, drawing on their knowledge of number facts. For example, pupils in Year 2 count in 5's, 10's and 100's and demonstrate how to make £1.60 using the least number of coins, and pupils in Year 6 demonstrate and explain how to change $\frac{3}{26}$ to a percentage. The pupils develop very good knowledge and understanding of basic number operations. By the age of seven, for example, many pupils can solve money problems using 5p, 10p, 20p and 50p coins to help them. Some children can round up and down to the nearest 10 in order to help them estimate the sum of six large numbers.
3. There is strong emphasis given in lessons to challenge pupils through questioning and to share strategies used to solve problems. Also, the pupils are encouraged to learn and use mathematical language and terminology. The teacher in a Year 2 lesson, for example, introduced at the beginning of the lesson the terms 'altogether', 'total', 'equivalent' and 'equal amount', so that the pupils could use these in their work and explanations at the end of the lesson. Pupils in Year 6 can use the terms median, mean and mode accurately to help them read and interpret graphs.
4. The teaching of mathematics across the school is effective. High standards are set for pupils' work and there are clear learning outcomes shared with the pupils at the beginning of lessons. The subject leader has provided very good leadership for the school in achieving high standards. Very good emphasis has been given to raising standards through the implementation of the National Numeracy Strategy and as a result of setting challenging targets for the pupils' performance in National Curriculum tests.
5. The pupils reach high standards in science as a result of the strong emphasis in lessons on the pupils' involvement in scientific investigations. For example, by the age of seven, pupils can measure how far a car moves on different surfaces, record the results using a tally chart and discuss the outcomes. They can also refer to the importance of a fair test, for example, when measuring the time it takes for ice cubes to melt. By the age of 11, the pupils have developed good attitudes and skills in science. The majority of pupils can plan an investigation about fitness levels or to find out about the food we eat by setting a fair test and developing a hypothesis and drawing conclusions, which build on their previous knowledge. Some able students can identify patterns, for example, relating to the extent to which light is reflected by a range of surfaces and materials.
6. Science is given a high profile as a result of whole-school projects organised on aspects of science, for example, investigation of light or healthy living. These events provide clear opportunities for pupils of all ages to share their work and learn from each other. The teachers use these occasions to assess the pupils' work and to set high expectations for the pupils' performance in National Curriculum assessments.

The progress made by pupils with special educational needs is very good.

7. There is a continuing strong commitment to provide equality of access and opportunity for all pupils with special educational needs, including those pupils in the hearing impaired resource base. The school is justifiably proud that the pupils with hearing impairment or physical disability are integrated into mainstream classes for much of the day. It is to the credit of the headteacher, all staff and the pupils in the school that this is managed so successfully. The pupils in the resource base are a very important part of the whole-school culture, and they achieve very well in lessons. In part this is because there is effective planning and communication between teachers in the resource base and those in the mainstream school. However, it is also because the teachers and assistants from the resource base provide high quality support when working within mainstream classes.

8. Across the school there is an appropriate balance of well-targeted support for pupils with special educational needs, both in the classroom and when withdrawn for specialised activities. The co-ordinator is effective in her role and she is well supported by a small team of learning support assistants. Together, they work closely with the teachers to discuss how pupils' needs can be best met. At the end of each lesson, a record of pupils' achievements is updated and this effectively informs future planning. These features contribute significantly to the very good progress these pupils make in the school, most noticeably for their achievements with reading. Appropriate education plans are in place to aid the learning of each pupil, although as yet the targets set are too vague and not measurable. The quality and range of resources to support pupils with special educational needs are good.

The pupils are involved in an excellent range of sporting activities, which are organised out of school hours. A high proportion of pupils represent the school in a wide range of sporting activities.

9. The pupils' experiences of sport and physical education activities are greatly extended as a result of an excellent out-of-school-hours provision. A high proportion of pupils are involved on a regular basis in coaching or practice sessions and team games in rugby, tennis, cricket, netball, football, swimming, cross-country, basketball and rounders. One hundred and sixty certificates were given recently to pupils who have represented the school in a sports team. The school enters age-group competitions in all of these sports and has a full fixture list with other schools locally and countywide. The pupils show a high level of commitment, attending practice and coaching sessions as well as competing for the school teams. The school teams compete well and are currently age-group champions in cricket and tennis. Membership of the school teams and other school clubs are open to all pupils. For example, currently, pupils with hearing impairment are members of the school rugby and tennis teams and pupils with physical disabilities are involved in coaching sessions for swimming. There is strong commitment given by teachers to providing these excellent opportunities for the pupils. The commitment involves them in giving time both after school and at weekends. There is also strong support given by parents and coaches from local clubs, in particular in tennis and cricket.

10. The high level of commitment shown by the school and staff derives from a desire to enable all pupils to develop their skills in at least one area of sport and for them to learn to be a good competitor and to lead an enjoyable and healthy lifestyle.

The pupils' attitudes and behaviour are very good.

11. The pupils' attitudes and behaviour are a strength of the school. They are enthusiastic about all school activities. For example, the pupils are keen to answer questions in lessons, be involved in whole-school assemblies and school activities such as sports day and the art week. In lessons they concentrate well and finish their work, achieving a high standard of presentation. The pupils respond well to their teachers and show interest in all aspects of their learning. For example, they listen carefully to instructions and work well together when playing games or solving mathematical problems. The behaviour around the school is very good and the pupils show respect for each other. They play well together on the playground, where there is an absence of any oppressive behaviour. The older pupils take responsibility well. They look after the youngest pupils on the playground and work with other pupils to help them improve their reading. Pupils with special educational needs, including those with hearing impairment, are confident and well respected in lessons. These pupils are also involved actively in the wide range of after-school clubs and in representing the school sports teams. All pupils who represent the school sports teams show good attitudes to competition and a willingness to improve through practice and coaching.

The headteacher and senior staff give strong leadership for school improvement. All staff and governors work well as a team and show they are capable of raising standards further.

12. Since its last inspection in January 1997, the school has made good progress in raising standards, in particular, in mathematics and science. They have also successfully addressed the issues identified for improvement in the last inspection report. There is evidence also that the quality of teaching has improved in mathematics and science, and that the qualities identified and reported in the last inspection, for example, the range of out- of-hours activities provided for pupils in sport, continues to flourish. There is also evidence that additional funding allocated to increase the number of teaching assistants has been effective in improving the achievements of pupils with special educational needs. The main reason for this is the strong leadership of the headteacher and senior staff and the quality of the teamwork evident between all staff and governors. The school has the capability to improve further as a result of effective practice in identifying its own strengths and weaknesses and being able to plan and support the improvement of areas of weakness.

13. The headteacher and senior staff develop a picture of the school by identifying the strengths and weaknesses in the pupils' performance in national assessments and tests, in the pupils' work which is looked at regularly, in the teaching the pupils receive and in the quality of the curriculum. This information is shared with the staff and governors and provides a clear basis for celebration of success and the identification of areas for improvement.

14. A good example of the school's ability to improve is the way in which they have raised standards in mathematics. To achieve this, the subject leader for mathematics has worked with the teachers to widen the range of learning the pupils receive. For example, to improve the use of hundred squares, number lines, models and charts to model learning so that all pupils have a clear understanding of what the learning intention is at the beginning of the lesson. All of the staff have received training in implementing the National Numeracy Strategy and many have observed lessons taught by the subject leader, modelling the strategy in the classroom. The subject leader has discussed with staff clear areas for improvement identified as a result of talking to the pupils, looking at their work and analysing their performance in tests and assessments. This has led, for example, to the development of work aimed at improving the pupils' understanding and knowledge of place

value and to raising awareness of the need to improve aspects of the performance of the girls in Years 4 and 5. The staff have worked hard to implement the changes. Lesson planning has improved and resources have been increased. As a result of this work, standards in mathematics are now well above average.

WHAT COULD BE IMPROVED

The standards pupils achieve in writing by the time they leave the school, whilst not below average, are not high enough.

15. The results of National Curriculum tests for seven-year-olds indicate that the pupils achieve similar results in English, mathematics and science. However, by the time pupils leave the school, whilst standards in English are average they are not as high as in mathematics and science. The gap is particularly noticeable for those pupils who achieve at the higher National Curriculum level, Level 5. In the 2000 test results, a very good percentage of Year 6 pupils achieved Level 5 in mathematics and science, results that were well above average standards. In comparison, the percentage of pupils achieving the higher level in English was below national averages. Analysis of the 11-year-olds performance in tests and of their work in English shows that the weakest area is their performance in writing. Standards in reading and handwriting are significantly higher than in writing.

16. There are a number of actions that the school should undertake in order to build on current practice and raise the standards in writing. The most important area of development relates to the use of assessment to raise standards. At present, assessment is not sufficiently rigorous: marking of work, although regularly carried out, is not used as a basis to set targets for individual pupils. The absence of such targets makes it difficult for pupils to know specifically what they need to do to improve their writing and for teachers to keep track of the pupils' progress. Furthermore, in order to keep track of standards in writing across the school there is insufficient regular moderation of the standards being achieved. This is needed to provide an overview of achievement and enable challenging targets to be set for individual pupils and for year groups. The next area for improvement relates to the time available for writing. Currently the pace of lessons is generally too slow, with too much time being spent listening to the teacher. Whilst there is evidence of almost daily recording of English work the time for writing is often limited. As such, recorded work is often rushed, showing insufficient thought. The pupils need more focused, quality time to produce imaginative and sustained writing with greater attention to grammar.

The provision for, and the standards achieved by, pupils in information and communication technology.

17. The pupils achieve below average standards in information and communication technology because they do not receive the full range of curriculum experiences identified in the National Curriculum. The curriculum is narrow and the experiences received by pupils are not provided consistently across the school. Very few opportunities are provided, for example, for pupils to use computer technology to improve learning in science, history or geography. However, there are one or two pockets of good practice evident in the school. For example, Year 6 pupils experienced a wide range of opportunities to use computer technology in a residential outdoor experience organised by the school. They used, for example, a word-processing package with a digital camera to produce an advertising leaflet, and a database, from which they produced graphs to show the most popular activities in which they were involved on the residential trip.

18. All pupils are positive about computers and use them with confidence. By the age of 11 pupils can word process to present their work and produce graphs, including block, line and pie charts to represent data. They know that computers can be used to find information through, for example, the Internet and to communicate using e-mail. However, the pupils' skills in these areas are below average because of the lack of opportunity to use the Internet in school. Similarly, the pupils' knowledge and skills in using computer technology to investigate and record findings are below average because of the lack of opportunity. Pupils aged seven can use a mouse and follow instructions well to log on and off. They have limited experience of word processing but reach average standards using computer technology to construct graphs and pictures. Standards in using technology to program an object, for example, a toy or to retrieve information are below average. Pupils of all ages have below average skills in evaluating and improving their work in information and communication technology.

19. The school has a sound plan aimed at improving curriculum experiences in order to raise standards in information and communication technology. Some aspects of the plan have been put in place but these are not yet embedded sufficiently to improve the pupils' access to computers and standards. For example, the staff have received training in the use of computer technology, and check-lists of skills to be taught in each year group have been developed. The school is actively engaged in increasing the numbers of computers and securing access to the Internet. This will increase the ratio of computers to pupils but consideration needs to be given to how these can be used effectively. For example, the school needs to consider whether there will be sufficient computer access for all pupils if the new computers are housed centrally or distributed in classes across the school. The school recognises the need to develop a plan to identify the computer technology experiences the pupils will receive in each year group, including where computer technology should be used to enrich learning in subjects such as science, design and technology, history and geography.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and the quality of education further, the governing body, headteacher and staff need to:

1. Raise standards in writing, by:

- marking to the learning objective of the lesson and ensuring that pupils take account of comments made;
- setting targets with pupils, identifying the next steps for improvement;
- providing regular feedback on pupils' achievements towards set targets;
- reviewing the curriculum time allocated to English to ensure that appropriate time is devoted to writing;
- providing more consistent opportunities for sustained writing.

See paragraphs 15 and 16.

2. Raise standards in information and communication technology, by:

- ensuring the pupils receive the full range of experiences and opportunities identified in the National Curriculum;
- improving the use of information and communication technology to improve learning in subjects across the curriculum;
- increasing the ratio of computers to pupils;

- developing a clear strategy for the development of computers across the school.

See paragraphs 17, 18 and 19.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	67	25	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

Pupils on the school's roll	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	305
Number of full-time pupils known to be eligible for free school meals	58

FTE means full-time equivalent.

Special educational needs	YR – Y7
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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	%
School data	4.7
National comparative data	5.2

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
		2000	23	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	21
	Girls	17	17	16
	Total	37	36	37
Percentage of pupils at NC level 2 or above	School	86 (89)	84 (89)	86 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	22
	Girls	17	15	16
	Total	36	35	38
Percentage of pupils at NC level 2 or above	School	84 (89)	81 (89)	88 (89)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	30	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	27	28
	Girls	12	11	12
	Total	33	38	40
Percentage of pupils at NC level 4 or above	School	77 (75)	88 (68)	93 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	28
	Girls	11	11	12
	Total	34	35	40
Percentage of pupils at NC level 4 or above	School	79 (77)	81 (70)	93 (84)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	256
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR—Y7 (Incl SEN unit)

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	26.3
Average class size	30.5

Education support staff: YR – Y7 (Incl SEN unit)

Total number of education support staff	15.0
Total aggregate hours worked per week	264

Financial information

Financial year	1999/2000
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	£
Total income	507,079
Total expenditure	502,984
Expenditure per pupil	1,671
Balance brought forward from previous year	46,821
Balance carried forward to next year	50,916

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	305
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	6	2	0
My child is making good progress in school.	49	47	3	1	0
Behaviour in the school is good.	48	48	2	0	2
My child gets the right amount of work to do at home.	29	55	14	1	2
The teaching is good.	58	39	2	0	2
I am kept well informed about how my child is getting on.	41	47	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	3	0	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	34	58	7	1	0
The school is well led and managed.	61	35	2	0	2
The school is helping my child become mature and responsible.	49	47	3	1	0
The school provides an interesting range of activities outside lessons.	39	45	5	2	9