

INSPECTION REPORT

**FAWBERT AND BARNARD'S
UNDENOMINATIONAL
PRIMARY SCHOOL**

Harlow

Essex

LEA area: Essex

Unique reference number: 115098

Headteacher: Mrs Pav Saunders

Reporting inspector: Mr David Cann 20009

Dates of inspection: 21 – 22 May 2001

Inspection number: 191274

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: London Road
Old Harlow
Essex

Postcode: CM17 0DA

Telephone number: 01279 429427

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Appropriate authority: The governing body

Name of chair of governors: Mrs Sandra Newens

Date of previous inspection: 20 / 01 / 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fawbert and Barnard's Primary School is a school for pupils aged 4 – 11 years with 202 pupils [109 boys and 93 girls]. Pupils live in the immediate area and are drawn from a wide range of socio-economic backgrounds. Their attainment on entry is slightly below average. Currently 34 pupils [17 per cent] are eligible for free school meals, which is in line with the national average. The number of pupils on the special educational needs register is below average at 12 per cent as is the number of pupils with statements. There are four pupils for whom English is a second language.

HOW GOOD THE SCHOOL IS

Fawbert and Barnard's Primary School is a good school where pupils develop an enthusiasm for learning. The headteacher works closely with staff, governors and parents to provide strong leadership, which gives the school a clear sense of direction. The school is a well-ordered and supportive environment in which pupils feel secure and relate very well both to one another and to adults. Pupils make good progress. At eleven years of age, they achieve the nationally expected standards in English and above average levels in mathematics and science. The school provides good value for money.

What the school does well

- By the age of eleven, pupils attain good standards in mathematics and science as well as achieving the expected levels in English. They make a good start to their schooling at the Foundation Stage and continue to progress well through the school.
- The headteacher provides very good leadership and supports staff well to ensure the school gives pupils a stimulating range of learning activities.
- Good quality teaching is characterised by very good relationships between adults and pupils. Teachers create a purposeful environment and promote the learning of pupils of all abilities.
- Parents are kept well informed of school activities and are keen to help their children and support the life of the school.

What could be improved

- Pupils' attainments in writing
- The setting of clear learning goals in lessons to focus and stimulate pupils' progress
- The accommodation for two of the classes

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997 when it was judged to be an effective school with many good features. It has successfully addressed all the key issues noted in the last report and has made improvements in the quality of teaching and learning for pupils. Tasks are well matched to the needs of pupils with special educational needs as well as those with above average ability. Standards in science are now above the nationally expected levels and pupils benefit from teaching which encourages a range of investigational activities. The teaching of information and communication technology ensures that pupils achieve the levels expected of them at all stages in the school. The presentation of pupils' work has been improved although this is still not consistent throughout all classes. Pupils' attainment in design and technology is in line with the levels expected nationally and teaching is well organised to cover all aspects of the subject. The school is very good at analysing its strengths and weakness and is in a good position 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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	C	C	C	well above A average above B average average C below average D well below average E
Mathematics	B	A	B	B	
Science	C	C	B	B	

The results of national tests in 2000 indicate that pupils' attainment at 11 years of age was broadly average in English and above average in mathematics and science both against standards achieved nationally and those achieved in similar schools. The school's results have improved steadily over the last four years at a faster rate than that achieved nationally. In the 2000 tests for pupils aged seven, results show pupils achieve above average levels in writing, average levels in mathematics and below average levels in reading. Current pupils aged seven and eleven are achieving levels in line with those expected nationally. Given that many enter school with lower than expected language and number skills, pupils make good progress by the time they reach eleven years of age. Teaching has placed much emphasis on raising pupils' reading skills and this has been effective, particularly at Key Stage 1. The school is also developing ways of increasing pupils' skills in spelling and writing and these initiatives are having a positive impact on raising standards. Nonetheless, pupils' attainment in writing by the age of eleven is less well developed than their attainments in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils speak enthusiastically about their school and take a pride in it.
Behaviour, in and out of classrooms	Good. Both in class and at play-times.
Personal development and relationships	Relationships between pupils and with staff are very good. Pupils develop a mature approach to their studies and take an active part in helping the school to run smoothly.
Attendance	Good, with unauthorised absence in line with the national average this year.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
20 lessons seen overall	Very Good	Good	Good

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

The quality of teaching is good. Sixty per cent of the lessons seen were judged to be good or better, thirty-five per cent were sound and only one lesson was unsatisfactory. The teaching of children in the Foundation Stage was consistently very good. Teachers create a purposeful and encouraging working atmosphere in their classes which promotes pupils' interests and enjoyment. They have good relationships with their pupils and are generally successful at stimulating their interest and enthusiasm for learning. In really effective lessons, they explain what they want pupils to focus on, in a way which gains their attention and motivates them well. Teachers are good at asking pupils to recall work previously covered and adapt their questions skilfully to prompt the thinking of different pupils. They challenge pupils to suggest ways of organising science experiments or to create a story around a few familiar items on display. The teaching of literacy is raising pupils' achievements in reading and spelling and the school is introducing different ways of improving pupils' writing skills. Standards are improving where teaching clearly indicates the vocabulary to be learned and the quality of presentation expected.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements and is stimulating and well organised. There are good links between subjects and the school makes imaginative use of the help and resources available to it locally.
Provision for pupils with special educational needs	Pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, and particularly effective at developing pupils' awareness of moral, social and cultural aspects.
How well the school cares for its pupils	The school has good arrangements for monitoring pupils' welfare and their personal and academic development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the headteacher ensures that the school maintains its commitment to high standards. She works closely with all members of staff to maintain a constant programme of improvements in the quality of education.
How well the governors fulfil their responsibilities	Governors keep themselves well informed about school developments and support the school well.
The school's evaluation of its performance	The school is very good at analysing its performance and identifying areas for development.
The strategic use of resources	The school makes good use of staffing and its resources. The lack of an outdoor area for children at the Foundation Stage and convenient toilet facilities for an external class have a negative impact on pupils' experience.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seven parents attended a meeting before the inspection and there were 58 replies to the Questionnaire (26% of those distributed).

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• their children like school• children make good progress and are expected to work hard; they get the right amount of homework• teaching is good and the school is well led and managed• the school works closely with parents and keeps them informed about pupils' progress• they feel comfortable about approaching the school with questions or problems	<ul style="list-style-type: none">• the school does not provide many out of class activities

The vast majority of parents are pleased with the school and what it offers their children. A quarter of the parents who replied to the questionnaire indicated that they did not feel the school provided many out of class activities. Inspectors agreed with parents' positive comments and judged that the number of extra-curricular clubs was appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of eleven, pupils achieve good standards in mathematics and science as well as achieving the expected levels in English. They make a good start to their schooling at the Foundation Stage and continue to progress well through the school.

1. Pupils make good progress as they advance through the school. Many children enter Reception with skills, which are below those expected for their age. However, in tests at the age of 11, results indicate that pupils achieve levels which are at least in line with those achieved nationally and often above them. At the time of the last inspection in 1997, pupils aged 11 were achieving the nationally expected levels for their age in English, mathematics and science. Over the last four years test results have improved significantly and at a faster rate than that achieved nationally. In the year 2000, pupils' results were in line with the national average in English and above average in mathematics and science. In comparison with the levels achieved in similar schools, the school's results were average in English and above average in mathematics and science.
2. On entry to the school, children are often less skilful at recognising letters and numbers than others of their age. However, their personal and social skills are in line with the expected levels. By the time children reach five years of age, most attain levels which are in line with those expected for their age [the Early Learning Goals] in all areas of development. Pupils settle quickly into school and are able to adapt to routines easily. The well-structured and welcoming atmosphere in the Reception class helps them to feel at home and to feel confident about contributing to class discussions. Teaching places an appropriate emphasis on all areas of learning with well managed sessions for developing pupils' skills in language and numeracy. The class teacher also has well planned sessions in which children develop their creative skills and their knowledge and understanding of the world. However, opportunities for children to play and pursue learning activities outdoors are restricted by the lack of a specific area for children at the Foundation Stage. Children attain the Early Learning Goal in their physical development. They use paint, scissors and glue with good control, as well as making use of the hall for gymnastics and games activities.
3. In tests at the age of seven, pupils' results over the last four years have improved steadily in writing and mathematics but declined in reading. In 2000, pupils' results were above the national average in writing, average in mathematics and below average in reading. In comparison with similar schools, results were above average in writing, average in mathematics and well below average in reading. Fewer pupils achieved advanced levels in reading than they did in writing and the number was significantly below the national average. The school has analysed ways of raising reading standards and has been successful in improving resources and pupils' skills. Teachers assess pupils' reading progress accurately and maintain comprehensive records. The books which pupils read in the daily reading time are carefully matched to their levels of progress and good support is given to pupils who need help in learning how to sound, read and spell words. The majority of current pupils in Year 2 are achieving the nationally expected levels in reading, writing and mathematics. However, in writing the number of pupils achieving higher levels is still below average, as it was in the 2000 tests.
4. Current pupils in Year 6 are achieving levels in line with national expectations in English, mathematics and science. While their overall level of attainment is not as high as that of pupils in previous years, they have made good progress from the levels that they achieved in tests at age seven. The targets which the school sets for itself at Key Stage 2 are carefully considered and realistic. Pupils in the current Year 6 should exceed them by a small margin. Pupils with special educational needs are well supported both in class and in small groups, and they make good progress. Those pupils with above average ability are challenged with more demanding work and their attainments are often appropriately high by the age of eleven. The number of pupils achieving higher standards in last year's tests was well above the national

average in both mathematics and science and in line with the average in English. Pupils who learn English as a second language make satisfactory progress and are given appropriate support.

5. Pupils are keen to contribute in class and generally they are good listeners. They achieve the levels expected of them in speaking and listening at both key stages. Teachers are good at leading discussions and at questioning pupils and probing their ideas. In science lessons at Key Stage 1, pupils were asked to explain the importance of hearing and describe materials and in both activities they used a good range of descriptive vocabulary. In a lesson on personal, social and health education, pupils discussed their individual work targets in a mature fashion. Most presented their points well and all were patient and supportive of those who could not express themselves easily. In a Key Stage 2 music lesson, pupils explored the qualities of the sounds they heard and explained how they were different. In a science lesson in Year 5, pupils used technical terms well and talked about making predictions and drawing conclusions. Pupils in Year 6 talked about the elements which they liked in different animal stories and listened with interest to each other's points of view as well as the examples given by their teacher.
6. Reading skills are at a satisfactory level at both key stages. Current pupils in both Year 2 and Year 6 are achieving levels in line with those expected from pupils of their age. In tests of reading in 2000, the number of seven-year-old pupils achieving the higher levels was below average. However, current pupils of all abilities are achieving appropriate levels and there are no significant differences between the attainment of boys and girls. Pupils read accurately in Year 1 in answering questions about a story. In Year 2, pupils read with pupils from Year 4 and enjoyed talking about the stories together. In Year 3, pupils read the story of Goldilocks with enthusiasm, putting much expression into their delivery. Pupils in Year 6 talked with insight about the books, which they enjoy, identifying them as legends, fantasy or factual stories. They are used to searching for information from non-fiction sources such as books and computers. They know the difference between contents, index and glossary and how to use them. However, they do not have much opportunity to use the library as a resource since its location is at some distance from their classroom and the range of material available is limited in subjects like geography. Teachers keep accurate reading records to note how pupils progress and reading diaries are well maintained and used for younger pupils.
7. Pupils attain the nationally expected levels in mathematics at both key stages. The results in tests for pupils aged seven have improved significantly over the last four years. Current pupils are achieving the expected levels. This confirms that pupils make good progress from the lower than average levels which most have on entry. Teachers expect pupils to achieve good standards and challenge their thinking in mental activities. Pupils of all ages are confident about carrying out calculations in their heads and in Years 5 and 6 they were good at multiplication problems which they enjoyed trying to answer at speed. Teachers encourage pupils to make correct use of technical vocabulary to discuss and compare their methods of working. Pupils are good at understanding the patterns which they meet and explaining their thinking. In a Year 2 lesson on correctly placing the decimal point in money expressions, pupils were very competent at adding amounts accurately and most recorded the totals well. Less able pupils used coins to help them calculate and progressed well in recording simple totals. Year 6 pupils were methodical and neat in constructing pie charts and have a satisfactory experience of investigative work. They are learning to make good use of information and communication technology to handle and present data graphically.
8. Pupils attain the levels expected for their age in science at both key stages. The school has raised standards since the last inspection with increased emphasis on the use of technical language, recording and practical activities. There is a good programme of investigational work evident in most classes and pupils benefit from clear guidance on how to set up and conduct experiments. In Year 2 pupils make observations about materials and were encouraged to use a good range of vocabulary in describing properties such as bendy, hard and breakable. In Year 5 pupils know how to conduct a fair test and how to control the variables in an experiment on how sounds are created by vibrations. Pupils generally record their work well but there is an over-reliance on worksheets in some classes which reduces their experience of writing up their experiments. In most classes work is adapted to challenge the

learning of pupils with different abilities but there are not always activities to stretch the thinking of more able pupils.

9. Pupils' knowledge and experience of information and communication technology are satisfactory and they attain the levels expected of them by the age of seven and eleven. The school develops pupils' skills through regular instruction in the computer suite and through setting pupils tasks in the classroom. As a result, pupils acquire confidence in using the keyboard and mouse by Year 2. They are selective in using graphics programmes and create good symmetrical patterns. They present their written work in a variety of fonts and colours. Pupils in Years 3 and 4 write stories on computer in which they develop word-processing skills as well as gaining knowledge in the use of graphics and control activities. In Year 6, pupils have a good knowledge of entering data to create a results table and different types of graphs. They use computers for research, finding data from a CD-Rom encyclopaedia and also from the Internet. They incorporate this information in written presentations and benefit from activities and instruction, which they experience in visits to the nearby secondary school. During the inspection there was little use of ICT during lessons but evidence of pupils' attainments was available from displays and in talking to pupils. Teachers are still undergoing the nationally funded training and the school is rightly continuing to extend the use of ICT across the curriculum and ensures that the suite is used to its maximum potential.
10. Pupils attain the levels expected of them in design and technology at both key stages. The school has made considerable efforts to raise pupils' attainment since the last inspection and teaching now follows a well-balanced programme, which covers all aspects of the subject. Pupils in Key Stage 1 learn how to incorporate axles into the buggies, which they design and make. They set out their ideas in simple pictorial plans and evaluate the success of their models in class discussions. At Key Stage 2, pupils analyse the qualities of manufactured items such as torches and work with partners to design their own. Their plans show increased sophistication and they have a good understanding of the practical limitations of the materials they are using.

The headteacher provides very good leadership and supports staff well to ensure the school gives pupils a stimulating range of learning activities.

11. The school benefits from the energetic leadership of the headteacher who gives it a clear sense of direction. She and the deputy are very good at analysing the school's strengths and weaknesses and they communicate well with other staff and governors. This has enabled them to set up clear programmes to maintain and improve the quality of education. The school has clear aims and values, which permeate its work. Staff are committed to promoting pupils' attainment and this is reflected by the progress which pupils make through the school. The good relationships in the school and the attitudes of pupils testify to the strong moral and social guidance, which teachers give and which is much appreciated by parents. In addition, teaching makes very good use of its location to promote learning through the study of the local environment and by exploiting its good links with local businesses and schools.
12. The school is well aware of the areas in need of development and discusses and plans improvements carefully. All staff contribute to drawing up the areas for development and the agreed School Development Plan is a comprehensive document which sets a demanding programme for teachers and governors. Targets and deadlines are drawn up in detail and subject leaders maintain a close check on the progress of their action plans. These they review with the headteacher on a regular basis in order to maintain the active pace of improvements. As a result of these discussions the school has implemented a number of initiatives in both literacy and numeracy to promote pupils' attainment. Pupils benefit from booster classes and support groups to raise attainment in reading and spelling. The management team and teachers monitor the effectiveness of these programmes and evaluate how to develop them further. The school sets realistic targets for itself, which it is proud of achieving.
13. The school has an evident commitment to involving and developing all members of staff as valued members of the community. This is reflected by its accreditation as an "Investor in People". The monitoring of teaching has been effectively carried out mainly by the headteacher and the deputy headteacher. Feedback to teachers and subsequent discussions

have been successful in developing teachers' awareness of their strengths and weaknesses. The quality of teaching has risen significantly since the last inspection. The headteacher identifies training needs with both teaching and non-teaching staff. She has set up good systems for agreeing professional targets, which provide the basis for performance management. Teaching and support staff are well matched to the teaching needs in the school and the headteacher and governors check on the cost effectiveness of their deployment.

14. The governors fulfil their responsibilities well and are active in monitoring both the curriculum and finances. Governors are closely involved in agreeing the School Development Plan and link spending closely to agreed priorities. Budgets are properly prepared and day-to-day administration is efficiently managed.
15. The school is successful in meeting its declared aim of providing pupils with a broad-based curriculum which extends their knowledge of themselves and the world in which they live. As well as meeting all the requirements of the National Curriculum teaching is effective in developing pupils' personal and social awareness. Pupils are given opportunities in class "Circle Time" to discuss issues which concern them. The recently established school council provides a forum in which questions about the routine and facilities of the school are aired. Pupils' learning is greatly enhanced by visiting the local secondary school to use facilities such as the ICT suite and gymnasium. Local companies send representatives to lead pupils in practical science activities as well as welcoming pupils as visitors to learn about modern communications. Resources such as computers and science equipment have been provided by local business. Pupils take part in concerts and exhibitions with local schools and have participated in a project about improving the use of Harlow parks. Teachers place a strong emphasis on encouraging pupils' sense of responsibility to one another and the community. Monitors undertake responsibilities in class and around school. Older pupils read with younger ones and volunteers encourage pupils to play happily at break-times. There are good systems for recognising and rewarding pupils' helpfulness around the school with house points, tokens and certificates awarded in the weekly assemblies.

Good quality teaching is characterised by very good relationships between adults and pupils. Teachers create a purposeful environment and promote the learning of pupils of all abilities.

16. The quality of teaching is good and has improved since the time of the last inspection. It promotes good learning and positive attitudes amongst pupils. In the lessons seen, 30 per cent were very good (as against seven per cent at the last inspection), 30 per cent were good and 35 per cent were satisfactory. Only one lesson was unsatisfactory which is significantly less than at the last inspection. Teaching in Reception was of a consistently high quality and has improved since the last inspection. This reflects parents' positive views of teaching.
17. Teaching in Reception provides a very supportive and purposeful environment. Adults create a welcoming atmosphere and children are eager to come in to school in the morning and settle quickly. They are confident with adults and with each other. Teaching promotes the interest and attention of the children through a well-balanced programme of whole-class and individual free choice activities. These develop the positive attitudes, which continue through the school. Lessons are planned in commendable detail and this helps to create a brisk and encouraging environment for learning.
18. Teachers have established very good relationships with pupils throughout the school. They promote pupils' interest by encouraging their participation and contributions. In a Key Stage 1 story writing session, the teacher stimulated pupils' ideas by showing them a tea-pot, cup, saucer and a figurine. She patiently encouraged pupils to express their ideas as to how a story might develop. At Key Stage 2, teachers use humour well to prompt and challenge pupils' thinking. They organise resources well, as in a discussion of animal stories in which both the teacher and pupils had books to show. Teachers are particularly conscious of ways to challenge pupils' thinking and this is effectively done in mental arithmetic quizzes and logic challenges. In nearly all lessons, teachers expect and obtain good behaviour from pupils which ensures that they learn in an orderly environment. However, in a few lessons, pupils do

not understand and follow routines and the pace of learning slows when teachers have to regain their attention.

19. In very good lessons, teachers have a sense of purpose and urgency that is transmitted to pupils. They plan lessons in detail and share the objectives with pupils in a way which promotes their participation and willingness to work independently. They bring a variety of approaches to the lessons which stimulates their interest. In a very good writing lesson, pupils worked in groups to re-write different parts of the Goldilocks story and were keen to see how they fitted together at the end. In a science lesson, pupils were given clear guidance on what they had to find out in an investigation and the structure they were to follow. They responded by working very effectively, although excited and stimulated by the challenge. Marking is often good and teachers are increasingly noting specific ways in which pupils can improve their work. However, this practice is not yet consistent throughout the school. The way teachers assess and record pupils' progress is also improving with the introduction of new procedures, which the school has discussed and agreed. In some classes, pupils know and quote their individual targets. This clearly helps them to know how they are progressing and what they need to do to advance further.
20. Teachers' knowledge and understanding of their subjects are generally good. They have a clear appreciation of the elements and structures of the National Literacy and Numeracy Strategies. These are being implemented effectively and teachers evaluate perceptively the aspects of pupils' learning which need reinforcement. Teachers develop pupils' use of number in science and design and technology lessons. In deciding on how to make a "head torch", pupils carefully measured the size of the materials they would need. Literacy skills are developed effectively in some lessons as in sharing words to describe God. However, in other activities writing skills are not developed as they might be. Pupils know how to find information from books but some reference materials in the library are out of date. Teachers are developing pupils' computer skills satisfactorily but are still not confident about how best to incorporate information and communication technology into all subjects.
21. Teachers have a good understanding of how pupils are progressing and use this information in planning subsequent lessons. Teachers have a very clear knowledge of pupils with above and below average skills and group classes effectively. They generally set good extension activities for pupils who need challenging although these are not always identified in planning. Classroom assistants and other helpers make an important contribution to pupils' learning. They support groups of pupils, assess and record their progress. They are valued by the teachers and help pupils to achieve good standards, especially those on the special educational needs register. Support for pupils with learning difficulties is well managed and teachers liaise closely with learning assistants to monitor how pupils are developing.

Parents are kept well informed of school activities and are keen to help their children and support the life of the school.

22. The school maintains good links with parents through newsletters, information bulletins and reports. Volunteers are welcomed into school and significant funds are raised through the Parent-Teacher Association. Parents think highly of the school and all that it provides for their children. The strong links have been maintained since the last inspection. Parents are extremely supportive of the school's policies and value the high standards of academic and personal development achieved by the pupils. They are particularly pleased with the good behaviour, the teaching, the high expectations and the leadership and management. They appreciate the quality of the reports and the regular newsletters, which the school issues.

WHAT COULD BE IMPROVED

Pupils' attainment in writing

23. Teachers are placing considerable emphasis on developing pupils' writing skills, alongside their reading and spelling. These are stimulating pupils' command of language structure and the accuracy with which they spell words and write in sentences. Nonetheless, there are

inconsistencies in the progress which pupils make in extending their vocabulary and in the quality of their handwriting and presentation. While there were good lessons observed at both key stages, teaching does not always clearly reinforce the vocabulary which pupils should acquire both in their writing and in subjects like religious education and science. In some lessons pupils are encouraged to “brainstorm” and share ideas and vocabulary as in their discussion of onomatopoeia. In others, teaching does not focus pupils’ attention on key words nor assist their learning by visual prompts or encouraging reference to word lists. As a result the vocabulary which pupils use in their writing is sometimes limited and lacks imagination.

24. The quality of presentation has improved since the last inspection but there are still pupils in Year 5 who are not using joined up handwriting. Pupils’ work is not always presented tidily at both key stages. At Key Stage 1 pupils are sometimes given unlined paper on which to write and this results in oversized and ill-formed letters. At Key Stage 2, pupils write well in handwriting practice but are not required to reproduce this quality in day-to-day activities.
25. Teachers do not always take full advantage of opportunities to extend pupils’ writing in subjects like science and design and technology. At both key stages, pupils sometimes record findings in pictorial form or on worksheets rather than being asked to develop and practise writing. There was also little use of computers for writing during the inspection.

The setting of clear learning goals in lessons to focus and stimulate pupils’ progress

26. Overall the quality of teaching is good throughout the school but there are unsatisfactory elements and inconsistencies in practice. Teachers make good use of the programmes of study in planning learning but do not always define the exact gains in knowledge or skills which they want pupils to acquire in a lesson or unit of study. Not all teachers start an activity by sharing the purpose with pupils in a way, which they understand. Teachers set tasks, which hold pupils’ attention, but where they do not establish a clear objective, they do not motivate them as well. In addition, teachers and pupils cannot measure their progress by assessing how far they have moved towards their goal during or at the end of a lesson. Teachers are making important improvements in setting group and individual targets for pupils. In most instances these are well considered but some objectives are too general and are not expressed in language which pupils can readily understand. The programme of monitoring teaching and planning has been successfully implemented alongside the introduction of National Literacy and Numeracy Strategies. However, recent personnel changes have meant that the current co-ordinators have had little chance to observe teaching and in other subjects co-ordinators have had only limited opportunities to influence classroom practice.

The accommodation for two of the classes

27. Currently the school has no designated area in which children at the Foundation Stage can enjoy outdoor learning and play. Children use the hall for gymnastics and develop their co-ordination through an appropriate programme of physical development. Nonetheless, with no facility for outdoor learning adjacent to the classroom, pupils’ opportunities to develop their knowledge and understanding of the world and their personal development are restricted. The Year 4 class currently have no access to toilets within easy distance of the classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to improve the good standards in the school, the governors, headteacher and staff should:

Raise pupils' attainment in writing by:

- Identifying the exact vocabulary to be developed in writing activities
- reinforcing pupils' learning by providing prompts or word lists
- ensuring that pupils use their writing skills as widely as possible across the curriculum
- setting and obtaining clear expectations regarding the quality of pupils' presentation and handwriting.

(Paragraphs 23 – 25)

Set learning goals in lessons on a consistent basis by:

- defining the precise skill or knowledge to be acquired in each lesson or unit of study
- sharing the learning goal with pupils in a way which helps raise their commitment and sense of achievement
- identifying targets with pupils to help them see how they can improve their attainments

(Paragraph 26)

Address the accommodation needs for children at the Foundation Stage and in one of the mobile classrooms.

(Paragraph 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	30	35	5	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	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		220
Number of full-time pupils known to be eligible for free school meals		34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		24

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
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	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	15
	Girls	14	14	15
	Total	25	27	30
Percentage of pupils at NC level 2 or above	School	83 (88)	90 (73)	100 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	13
	Girls	14	13	14
	Total	26	28	27
Percentage of pupils at NC level 2 or above	School	87 (88)	93 (88)	90 (85)
	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	12	23	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	20	19	19
	Total	29	29	30
Percentage of pupils at NC level 4 or above	School	83 (79)	83 (82)	86 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	19	19	19
	Total	26	29	29
Percentage of pupils at NC level 4 or above	School	74 (79)	83 (82)	83 (82)
	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	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	2
Bangladeshi	2
Chinese	2
White	174
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	8	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 – Y7

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	23.4
Average class size	31.4

Education support staff: YR – Y7

Total number of education support staff	11
Total aggregate hours worked per week	121

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
	£
Total income	426986
Total expenditure	399960
Expenditure per pupil	1786
Balance brought forward from previous year	11766
Balance carried forward to next year	38792

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	40	4	0	4
My child is making good progress in school.	59	38	3	0	0
Behaviour in the school is good.	39	45	10	4	2
My child gets the right amount of work to do at home.	26	65	7	0	2
The teaching is good.	43	47	5	0	5
I am kept well informed about how my child is getting on.	31	64	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	47	47	6	0	0
The school expects my child to work hard and achieve his or her best.	48	43	9	0	0
The school works closely with parents.	26	66	8	0	0
The school is well led and managed.	36	54	3	5	2
The school is helping my child become mature and responsible.	46	40	14	0	0
The school provides an interesting range of activities outside lessons.	12	56	28	0	4