

# INSPECTION REPORT

## **KENNINGTONS PRIMARY SCHOOL**

Aveley, South Ockendon

LEA area: Thurrock

Unique reference number: 115306

Acting Headteacher: Mrs F Whymark

Reporting inspector: Peter Brock  
17969

Dates of inspection: 25<sup>th</sup> - 26<sup>th</sup> June 2001

Inspection number: 191702

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: Foundation

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Tamar Drive  
Aveley  
South Ockendon  
Essex

Postcode: RM15 4NB

Telephone number: 01708 865663

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs L Looker

Date of previous inspection: February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>18</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Kenningtons Primary School mainly serves a housing estate where many of the families have originated from East London. It was a Grant Maintained School from 1994 to 1999 when it became a Foundation School, but has retained close links with the local education authority and other Lakeside Consortium Schools. The school receives more applications for places than the number available. There are 292 pupils on roll - 158 boys and 134 girls - and there were 46 children in the Foundation Stage (three to five years) at the time of the inspection. There is a nursery with 52 children who attend part time. Assessment data shows that attainment of children on entry to reception is below average overall. Fifty pupils are on the special educational needs register and six of these have a statement of special educational need. This is above the national average. No pupils have English as an additional language and all come from a white United Kingdom heritage background. The take-up of free school meals is approximately 13 per cent. This is broadly in line with the national average.

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

The school is very effective in providing a good level of education. Although children enter the reception class with standards that are below average, all make good progress with their learning in most subjects as a direct result of the good quality of teaching and the very good management of the acting headteacher. Standards in English and science are average by the time pupils are eleven years of age. They are above average in mathematics. In all other subjects, they are at a standard expected for pupils of seven and eleven except in science in Years 1 and 2 where they are below. Overall, the school provides good value for money.

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

- It has maintained very effective leadership and management.
- Pupils throughout the school achieve well in literacy and numeracy because the teaching is good.
- Teaching in the junior classes is very good: teachers expect pupils to do their best and pupils respond very well to the challenge.
- Pupils' personal development and relationships are very good. Their attitudes to work are excellent.
- The school provides good curriculum opportunities for all pupils in the juniors in particular.
- Pupils are looked after well and this develops their self-confidence and self-esteem.
- It works very well with parents to ensure the best possible support for all pupils.
- Good use is made of the accommodation to support pupils' learning.

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

- Standards in science by the time pupils are seven years of age are not high enough.
- The amount of time provided for pupils to develop their computer skills and apply these more widely across the curriculum.
- Extend the use of assessment procedures to cover subjects other than English, mathematics and science.
- Some aspects of planning in Years 1 and 2 could be better; it does not always meet the needs of pupils of different attainment well enough.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since it was last inspected in February 1997. Since then it has been successful in raising the standards of attainment in science in Years 3 to 6, with particular regard to pupils' investigative skills. It has also been successful in spreading further the good and very good practice that existed in the school and which was characterised by well-planned lessons and good subject knowledge. There has been a satisfactory improvement in ensuring a greater consistency across the school in the use of marking. Virtually all work is marked with ticks, crosses and comments. However, there is still a need to improve the marking throughout the school to make sure that teachers make more comments that tell pupils what they need to do next to improve their work. The capacity for improvement is good.

## STANDARDS

The table shows the standards achieved by eleven 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	D	B	B	well above average A above average B average C below average D well below average E
Mathematics	E	D	B	B	
Science	C	C	A	A	

The information in the above chart shows that in the 2000 National Curriculum tests for eleven year olds, pupils achieved above average standards in English and mathematics and well above average in science. In comparison with similar schools, standards were above average in English and mathematics and well above average in science. The overall upward trend in standards is broadly in line with the national trend. The current level of attainment of pupils at seven is average in English and mathematics but below average in science. Attainment of pupils at eleven is average in English and science and above average in mathematics. These findings vary from the 2000 results because of the difference in the overall ability between the two year groups of pupils. However, pupils make good progress with their learning overall, particularly with their standards of presentation and attitudes to work. The school sets realistic targets for improvement and is on course to meet them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are excellent. Pupils enjoy coming to school and they want to learn. They concentrate well and are proud of their work.
Behaviour, in and out of classrooms	This is very good. Pupils are well mannered, polite and courteous and behave sensibly both in class and around the school.
Personal development and relationships	Pupils' personal development is very good as are their relationships with each other and other adults.
Attendance	This is satisfactory because the percentage of authorised and unauthorised absences is similar to most schools.

## TEACHING AND LEARNING

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

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

In the sample lessons seen during the inspection, teaching was at least satisfactory or better in all lessons. In 78 per cent it was good or better and in 21 per cent it was very good or better. The quality of teaching seen was better than that observed during the last inspection. The quality of teaching is good overall and this has a positive impact on the quality of pupils' learning in most subjects but particularly in literacy and numeracy. Teaching in the juniors is very successful in helping pupils to learn. Teachers' expectations of how much work pupils can achieve are particularly high and this ensures that pupils are challenged in lessons. Their high expectations also contribute well to the standards they achieve. Pupils are proud of their

achievements; they recognise how well they are doing and work hard to improve. Teachers meet the needs of pupils with special educational needs well and teaching in the Foundation Stage is good. Throughout the school, teachers have a secure knowledge of National Curriculum subjects, and literacy and numeracy are taught well. Planning is good overall for most subjects and the school meets the needs of all pupils overall. However, there are weaknesses in English, mathematics and science in Years 1 and 2 because teachers do not always use what they know about pupils to help in planning lessons. This leads to the work, for example, sometimes being too easy for higher attaining pupils. Teachers' expectations of how much work pupils can achieve are particularly strong in Years 3 to 6 and they expect pupils to take care with the presentation of their work. As a result, pupils are proud of what they do. Teachers make good use of a range of teaching methods and their management of pupils is effective. Day-to-day comments to pupils are positive and help them to learn but the quality of marking, although satisfactory overall, is variable in the guidance that it gives to them to help them improve their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall with an adequate breadth and balance, but there are weaknesses in science in Year 1 and 2 where there is insufficient coverage of scientific enquiry, life processes and living things, materials and their properties and physical processes. The curriculum, including that for the Foundation Stage, meets statutory requirements. Provision for extra-curricular activities is good.
Provision for pupils with special educational needs	This is good. The school takes advantage of all available expertise and pupils are supported effectively at all times.
Provision for pupils with English as an additional language	No pupils have English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	This is good. There is a clear focus on giving pupils of all abilities the opportunity to express themselves with growing confidence and to feel proud of what they achieve.
How well the school cares for its pupils	This is an area of strength. Teachers are very receptive to pupils' needs and take great care to see that these are well catered for overall. Procedures for assessing pupils' progress are good in English, mathematics and science but need further development in other subjects of the curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher provides very good leadership. She has a clear vision of how she expects the school to continue to develop and she ensures that all work together for the benefit of all pupils. She is fully supported by the acting deputy headteacher and senior management team.
How well the governors fulfil their responsibilities	Governors do this very well. They are positive in their involvement and guidance and provide strong support for the headteacher. A number are involved with school life on a regular basis and understand the school's strengths and weaknesses.
The school's evaluation of its performance	The governors and acting headteacher are clear about how well it is doing and, through regular evaluation of strengths and weaknesses, know what has to be done to improve the quality of education further.
The strategic use of	The school makes good use of its resources. It uses them sensibly and the



resources	recent development of the computer suite is a credit to the school.
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The school's procedures for ensuring that it gets best value for money are good.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Pupils look forward to coming to school.</li> <li>• They make good progress with their work.</li> <li>• Pupils are taught to behave properly.</li> <li>• The quality of teaching is good.</li> <li>• They feel the school listens to what they say.</li> <li>• Pupils are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework given.</li> <li>• The level of information they receive.</li> <li>• The range of extra-curricular activities.</li> </ul>

The inspection team agrees with all of the positive views of parents. It considers that the amount of homework given is appropriate for pupils of this age. The level of information that parents receive about their pupils is good as are the range of extra-curricular activities.

## **PART B: COMMENTARY**

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

**It has maintained very effective leadership and management in spite of the extensive period of absence of the headteacher.**

1. Leadership and management of the school are very good at present in spite of the difficulties faced because of the extended period of absence of the permanent headteacher. The current acting headteacher has been in this position since January 2001 and has been directly responsible for ensuring that the high standards reported at the last inspection have been continued. This is because she has a very clear vision of the direction that she expects the school to take to ensure an education of high quality for all pupils. She is a firm and caring leader with a high level of professional knowledge and expertise that is clearly reflected in all aspects of her work. She has used these attributes to mould together a team of dedicated and hardworking teachers who share her vision and desire that all pupils should receive the best possible opportunities in life as a result of the education they receive.
2. The acting headteacher is fully supported and complemented by an able and capable acting deputy who is a teacher of high quality in her own right. The acting deputy matches the headteacher in her enthusiasm for promoting the highest levels of education and care for both pupils and their parents. Both have a clear understanding of their roles as senior members of the school. As a result, the school is united in its approach to guiding and teaching pupils and is very successful in achieving its goals.
3. The school has permanent co-ordinators in place for all subjects. Since January, their positions have been re-defined and they have a clear understanding of what their roles involve. They are enthusiastic and purposeful in their desire to support the headteacher in the quest to continually improve the quality of leadership and management of the school. Co-ordinators for English, mathematics and science monitor planning on a regular basis and all co-ordinators now have responsibility for a budget for their subject. The co-ordinator for special educational needs has only been recently appointed. However, she is effective and well qualified, and has already completed a sound analysis of the strengths and weaknesses of provision. She manages this area of responsibility well and has clear and appropriate plans in place for further development.
4. The acting headteacher and the majority of staff are successful in ensuring that the school's aims and values are reflected in all that they do. They place a high level of importance upon the need to develop pupils' self-esteem and work extremely hard to ensure that all feel happy and comfortable about coming to school. A good level of care is taken to ensure that new staff are introduced quickly and professionally to school routines. The acting deputy headteacher has produced effective guide notes for temporary teachers to follow when they are called upon to take classes in various parts of the school.
5. The governing body is led by an informed and enthusiastic chairwoman and fully supports the actions that the acting headteacher is taking to move the school forward. Both the governing body and the acting headteacher work very closely together with a clear, shared view about what needs to be done to improve the school further. The governors are very active within the school and take their responsibilities seriously. Their various committees meet regularly and they work effectively with co-ordinators to monitor the work covered in literacy and numeracy. They are currently focusing their attentions on the standards of marking within the school and expect to report back on their findings shortly. This has been an ongoing process over past years. The governing body is fully involved with the development of the school management plan and each governor has a specific area of responsibility that they monitor as the plan develops. The governing body shows a willingness to listen to and act upon advice from

appropriate authorities and demonstrates a sensitive approach when dealing with difficult issues. They have a strong and shared commitment to improvement together with the capacity to succeed. They fulfil their statutory duties successfully.

6. In spite of the considerable difficulties of recruitment in this particular area, the acting headteacher and governors have been particularly successful in attracting and keeping a sufficient number of suitably qualified and experienced teachers and support staff to meet the demands of the curriculum. The school has a clear strategy for appraising the performance of its professional staff and is currently varying its approach to this successfully to fit the difficult position that it finds itself in with regard to various acting positions of senior management responsibilities.

**Pupils throughout the school achieve well in literacy and numeracy because the teaching is good.**

7. Teaching of literacy and numeracy is good and pupils make good progress with their learning of these aspects of the subjects. Younger pupils in particular find difficulty in solving problems in mathematics in part because of the level of their ability to understand and use language effectively when they enter the school. However, this aspect improves quickly as they move through the school because of the good quality of teaching experienced. By the time they leave the school, pupils achieve a level of work that is outstanding in terms of volume and presentation in particular. In mathematics, most teachers place a strong emphasis on the development of pupils' ability to investigate and solve various problems and they are aware of the need to revise and develop pupils' skills of quick mental recall. In English, a clear and regular emphasis is placed upon the development of accurate spelling and writing in a variety of forms for different purposes, as teachers know that many pupils have difficulties with basic spelling and creative writing in particular. Additional time is planned in for literacy as a deliberate policy to enhance the quality of pupils' learning in this aspect of the curriculum.

**Teaching in the junior classes is very good: teachers expect pupils to do their best and pupils respond very well to the challenge.**

8. The quality of teaching and learning is good overall with a considerable number of strengths and few weaknesses. As a result, pupils make good progress in most subjects in Years 1 and 2 and very good progress in Years 3 to 6. In the sample lessons seen during the inspection, teaching was satisfactory or better in 100 per cent of lessons. In 78 per cent it was good or better and in 21 per cent it was very good or better. The quality of teaching seen was better than that observed during the last inspection. The lack of pace in lessons identified in Years 3 to 6 in the last inspection has been completely rectified and was a strength in a number of lessons seen this time. This, in part, contributed to the higher standards seen in Years 3 to 6.
9. Planning is particularly good in Years 3 to 6 and, as a result, pupils make good progress with their learning as work is matched well to their different abilities and needs, as seen, for example, in a Year 3 and 4 lesson on choosing appropriate number operations to solve particular problems.
10. Teachers' expectations of how much work pupils can achieve are particularly strong in Years 3 to 6 where both the volume and the presentation of the work seen were excellent. In these year groups in particular, teachers expect pupils to work very hard. They set firm and clear guidelines about how the work should be presented and, as a result, pupils rise to the occasion and present work in English, mathematics and science that is a credit to both them and their teachers. As a result of teachers' high expectations, pupils are very proud of their own standards and this does much to raise their self-esteem.

11. Most teachers make good use of a range of methods of organisation and teaching techniques to help pupils learn effectively. They use a mixture of approaches that include whole class, group and individual teaching. A number of good examples were seen of positive ways in which teachers help pupils to learn. Most make effective use of tried and tested questioning techniques as a way of furthering pupils' learning as in a Year 5 and 6 lesson on calendars and timetables. Pupils were challenged to work out how to get from school to a particular train station in time. As a direct result of the questioning style, the pace of the questions and the positive attitude of the teacher, pupils thoroughly enjoyed themselves and rapidly improved their understanding of how to work out the best options for travel.
12. Teachers manage pupils effectively. This is because they are firm but also fair. As a result, most pupils behave and respond positively to others and to their work. On occasions when some pupils do not react in a reasonable manner, teachers respond quickly and professionally to ensure that minimum disruption occurs and lessons return to normal as soon as possible.
13. The use that teachers make of support staff and resources is also good through the school. As a result, the level of pupils' learning is enhanced. A good example of this was seen in a reception class English lesson about Cinderella. Here, the teaching assistant worked with the teacher to cover each set of pupils in turn as the groups rotated between various tasks that they had been set. Many teachers make sure that lessons move at a lively pace and this ensures that pupils remain interested and active with their work. Some teachers set time limits for the completion of sections of their lessons as in a Year 3 and 4 lesson on work from 'Wind in the Willows'. This is good practice and helps pupils to make the most of the time available to them.
14. The quality of teachers' daily assessment of pupils' work is good when they make verbal comments to pupils during lessons. Teachers make positive and constructive comments that help pupils to increase their learning. Some, but not all, do this with their written marking so pupils know what to do next to improve their work. Very good examples of positive marking were seen in a Year 5 and 6 English book. Here, the comment, 'Good work but next time you need to write more and try to use a wider range of punctuation and more adventurous words and phrases' made perfectly clear to the pupil what was needed to improve further.
15. Teachers keep informative records of pupils' achievement in English and mathematics and follow a whole-school format to achieve this.

**Pupils' personal development and relationships are very good. Their attitudes to work are excellent.**

16. Pupils' attitudes, personal development and relationships with each other and other adults are strengths of the school and make a very good contribution towards promoting their attainment and progress. This strength is developed as a direct result of the school's policy on encouraging good behaviour. This works effectively through the application of a system for collecting points and stars for good behaviour combined with the 'blue book' system for unacceptable behaviour.
17. Throughout the school, pupils' attitudes towards learning are excellent. This includes those pupils with special educational needs. Pupils concentrate well and listen carefully as seen in a spelling lesson in Years 3 and 4. They engage in tasks quickly and show clear interest and enthusiasm for their work. In particular, pupils in Years 3 to 6 are very proud of the quality of the work that they produce. This is a direct result of the hard work and high expectations of teachers as they encourage pupils to develop their self-esteem and personal pride in all that they do.

18. Pupils behave very well in the classrooms, at play and at lunchtimes. They are well mannered, polite and courteous and welcoming to visitors. When pupils have been away on visits, the school receives positive comments from venues that they have visited regarding the high quality of behaviour and response. Parents are very pleased with how well pupils develop their behaviour while at school. Pupils generally move around the school in an orderly way even when not directly supervised. In classrooms, teachers and learning assistants have a good understanding of pupils who need support and are consistent in the way they help them. Younger children come into school with a limited vocabulary and confidence in what they can do but, by the time they leave the school, the change in both attitudes and self-confidence is very marked. No bullying occurred during the inspection and the school has appropriate procedures to deal with any aggressive behaviour that may take place.
19. Pupils' personal development and their relationships between themselves and with adults are very good and contribute to the quality of work in lessons. A very good example of this was seen in a Year 5 and 6 mathematics lesson. Here, virtually 100 per cent of pupils responded to rapid questions on mental calculations put to them by their teacher. Pupils get on well with each other. In the classroom, the youngest sit together sensibly on the carpet and learn to follow the rules of discussion. The oldest apply themselves to their work with quiet enthusiasm and a sensible attitude towards each other. Boys and girls and pupils of different abilities and backgrounds work together very well when doing group work in the classroom and when playing at break and lunchtimes.

**The school provides good curriculum opportunities for all pupils in the juniors in particular.**

20. A rolling programme of study is designed to ensure that pupils in these mixed aged classes do not repeat lessons from the year before. In English, appropriate levels of work are set for pupils of different abilities within the two age groups in each class in the junior classes. In mathematics, each set of three classes in a particular age range is divided into one class for higher attaining pupils and two other mixed ability classes. In science, Years 5 and 6 are separated for teaching purposes to ensure a balanced coverage for each year group within this age range. These arrangements have been particularly successful in ensuring that pupils of all abilities make good progress with their learning.
21. The curriculum is inclusive and the school makes sure that pupils with special educational needs have good access to it. The quality of specialist provision throughout the school for pupils with special needs is good. Great care is taken to ensure these pupils maintain access to the full curriculum and are not excluded from vital parts of class lessons. When they are withdrawn from their main class for additional help, the work they are given to do is well matched to the targets in their individual education plans. The arrangement for the identification of these pupils is good and regular records are kept of the progress that pupils make.
22. The school' provision of extra-curricular activities is good. Years 5 and 6 take part in an educational visit to Broadstairs to investigate the beach as part of their science studies, and pupils in the reception classes visit a wildlife park, for example. After-school clubs include football, netball, choir and recorders and music tuition is available in a variety of instruments. Pupils in Years 5 and 6 also have the opportunity to take part in cycling proficiency programmes. These activities have a positive impact on the quality of pupils' learning.
23. Assemblies provide good opportunities for pupils to develop their personal skills including behaviour, ability to listen, development of a sense of humour, concentration and participation with others. Pupils share their work and experiences and receive rewards and positive comments for work or tasks well done, all of which is a positive and morale-boosting experience for them. Pupils are encouraged to be aware of how their actions affect others and they are taught how to respond positively. This happens through lessons, in assemblies and generally across the curriculum. There is a good range of activities and opportunities for

pupils to take on responsibilities through various jobs as monitors, for example. This is an integral part of the life of the school.

**Pupils are looked after well and this develops their confidence and self-esteem.**

24. Staff show a high level of concern for the needs of pupils and provide good role models for pupils to follow. Parents see the school as a caring community where staff are approachable if there are any problems that need to be resolved.
25. Procedures for child protection are well organised and ensure the welfare of all pupils. Staff are well informed about procedures to follow in the event of difficult situations arising and know who to report to in the school if necessary. A particularly useful set of guidelines is in place for supply teachers when they have to take over classes at short notice. These help to ensure that the good established systems in place are continued without interruption at all times.
26. A particular strength of the school is the way in which it takes care of pupils with special educational needs. A determined approach is taken by all staff to ensure that such pupils have every opportunity to join in and take part in all lessons of the curriculum. Adults set a good example of care and consideration for others and they do this with feeling and with infinite patience. This has a positive effect upon the way that pupils react to others with special problems. There is an element of laughter and fun in evidence as pupils and adults react with each other and this does much to help all pupils develop their confidence and self-esteem.
27. Overall, the school does a good job in using assessment procedures to monitor and guide pupils' academic and personal growth in English, mathematics and science. Various optional tests are used to supplement the information gained from the National Curriculum tests for pupils of seven and eleven years of age. This information is used in a number of ways to help teachers to plan and organise appropriate work to support pupils with their learning. For example, in mathematics, this helps teachers to decide which class level pupils should join. In English, similar information is used to decide upon which working groups are best for pupils to join within a class. Assessment is also used successfully to identify weak areas in mathematics so that teaching can be adjusted accordingly. In English, a greater focus on writing has been developed as a result of assessments completed. The school has plans to extend this approach to information and communication technology in the near future. The analysis of test results enables the school to set the right targets for pupils in English, mathematics and science.

**The school works very well with parents to ensure the best possible support for all pupils.**

28. In their response to the questionnaire, and at the meeting with inspectors, parents showed that they are generally very pleased with all that the school does. The inspection team supports all of their positive comments. Parents say that their children like school and that, as a result, they make good progress. They believe that the school is effective in the way that it teaches their children to behave. They say that teaching is good overall and this helps their children to learn well. Parents feel comfortable about approaching the school with questions or a problem because of the open and re-assuring approach taken. Parents firmly believe that the school expects their children to work hard and that this helps them to become mature and responsible. Some parents question the amount of homework received, the level of information that the school gives to them and the range of activities outside of lessons. Inspectors are of the opinion that the school appropriately covers these three areas.

29. The school has established good links with parents and these contacts are effective. Parents' opinions are often sought as, for example through the annual governors' meeting, and parents are sometimes asked to complete questionnaires to return with their ideas on various proposals. The governing body also asks for parents' opinions before policies are finalised and parents receive a reply to queries raised on return slips.
30. Parents' involvement with the school makes a good contribution to its work and to the attainment of their children. A small group is very effective in raising funds for developments such as an Internet connection between the two buildings and money for additional play equipment. In school, a number of parents hear children read, and help with cooking activities and a variety of other jobs. Parents go on school visits and help teachers to take pupils to the swimming pool on a regular basis. All classes have at least one parent helper and often there are a number in evidence in one class. Parents are very supportive with homework and will collect work for their children to complete if they are away from school because of illness. Parents' consultation evenings are well attended. As a result of all these aspects of parents' involvement in school life, the contribution that they make to their children's learning has a positive influence on the progress that they make in school. Pupils are happy in school, work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and the education process.
31. Information from the school to parents is regular and good. The newsletter is informative and highlights both curricular and social matters. This helps parents have a full understanding of how well their children are learning and progressing in school. Good links are established through the profile book and the pupils' reading records. Annual reports are very good and include pupils' own records of attainment. This high quality of relationship between the school and parents has been maintained since the last inspection.

### **Good use is made of the accommodation to support pupils' learning.**

32. The school is fortunate to have large areas of buildings and open space in which to develop pupils' education successfully. Both of these are used effectively to support the learning of pupils at all stages of their school life. Although there are considerable problems with subsidence at present, these are now under control and the governing body has taken the necessary steps to obtain the necessary finance through insurance claims to make the repairs to bring the physical aspects of the buildings back up to a required standard. Meanwhile, the exterior grounds are well maintained and provide a safe and spacious environment for pupils.
33. The high level of display work around the school is a credit to both teachers and pupils. It is visually attractive and largely consists of work completed by pupils of different ages and abilities. The most impressive aspect of the various displays is seen in the high standard of presentation of pupils' work both in terms of the actual way in which it is displayed and in the quality of the work itself. Pupils clearly take pride in what they produce and are very keen to talk about what they can do and achieve. Teachers clearly take great care to ensure that the immediate environment of both the classrooms and the corridors are fully used to stimulate and interest pupils so that learning is enhanced on a daily basis by what they see as they walk around the school.
34. The school has recently completed a first rate computer suite. Teachers are beginning to make regular use of this new facility, so setting a pattern that is likely to enhance the quality of learning in information and communication technology in the months ahead.

### **WHAT COULD BE IMPROVED**

#### **Standards in science by the time pupils are seven years of age.**

35. Attainment in science is below the national average by the time pupils are seven years of age. Although this is consistent with satisfactory progress through the key stage since overall standards on entry are below average, it is still not high enough for two particular reasons.
36. Firstly, teaching does not make sure that pupils learn enough about, for example, living things, how things work and the similarities and differences in man-made and natural materials. Coupled with the lack of opportunity for pupils to look at things, to measure and experiment to find out things for themselves, pupils' scientific knowledge and understanding develop more slowly than is normal, as do their skills in solving scientific problems. There is a lack of depth and rigour to pupils' studies and the amount of work that they cover in the course of a year is too small. This is easily seen when compared with the quantity and quality of work completed in Years 3 to 6.
37. Secondly, the work that is set for pupils is insufficiently different between year groups and lacks depth so that the level of progression in learning from one year group to the next is not as good as it could be.

**The amount of time provided for pupils to develop their computer skills and apply these more widely across the curriculum.**

38. It is clear, from observations of work covered by pupils in information and communication technology throughout the school, that satisfactory progress is being made in all aspects of the subject. However, in the last report, a criticism made was that teachers allocated insufficient time for pupils to develop their skills and understanding in the use of information technology. A comment was also made that more effective use of available resources would help to enhance pupils' learning and raise attainment levels.
39. The first critical comment has, to some degree, been successfully addressed as seen by the work achieved by pupils throughout the school. For example, Years 1 and 2 pupils are familiar with various story tapes, using reading programs like the Oxford Reading Tree and various mathematical games as well as simple computer art programs that allow them to create various coloured patterns. They have also covered some simple word processing about the Tower of London. This has supported the development of their historical knowledge. Pupils in Years 3 and 4 have used interrogative programs to find information about specific aspects of the Ancient Egyptians such as hieroglyphics, mummification, the River Nile and pyramids. Older pupils in Years 5 and 6 develop their word-processing skills through book reports and make very good use of text settings and various fonts to present work of good quality. They have made use of the Internet to research work on Ancient Greece and, in science, have developed posters to portray healthy eating habits. These are a few examples of how effectively information and communication technology skills are being used to increase the quality of pupils' learning.
40. However, the second comment about the effective use of available resources has yet to be addressed. The school is fully aware of the need to develop this area and is poised to go ahead rapidly with the recent completion of the new computer suite that is a credit to all those involved in making it happen. What is missing at present is the provision for regular use of computers to help pupils learn new skills, as well as how to apply them far more widely across the curriculum.
41. The new suite is a start but, on the negative side, it has led to the removal of computers from classrooms so that, until regular computer suite lessons get fully under way, the gap in classroom usage has yet to be filled. At present, there is a lack of consistency in the level of teachers' individual expertise and knowledge of how to teach the subject successfully. However, specialist training is planned for the autumn term and, already, teachers and pupils are beginning to experiment with lessons with the whole class in the new suite.



**Extend the use of assessment procedures to cover subjects other than English, mathematics and science.**

42. Assessment procedures in English, mathematics and science are good but they have not yet been developed in sufficient detail to be effective in guiding planning, teaching and learning in other subjects of the curriculum such as information and communication technology, for example. Here there are no set procedures for assessing the level of pupils' attainment. Likewise, there are no consistent procedures in place to ensure that teachers can use information gained to guide future planning.
43. The school currently uses the Qualifications and Curriculum Authority guidelines as a base from which to ensure that there is coverage for each subject, but it does not have detailed assessment programmes in place that allow teachers to make clear judgements on what each pupil can and cannot do. Without this level of detail of information recorded in some consistent form, it is not possible for teachers to plan efficiently to ensure that the next stage of their teaching matches what individual pupils need to learn.

**Some aspects of planning in Years 1 and 2 could be better; it does not always meet the needs of pupils of different attainment well enough**

44. These comments are made within the overall picture that the school does seek to plan effectively for pupils of different abilities as is seen with the grouping arrangements in English, the setting arrangements in mathematics, and the division of Years 5 and 6 in science.
45. However, in Years 1 and 2, teachers do not consistently take sufficient account of the individual needs of pupils of different ages and abilities when lessons are planned. For example, in the samples of work considered in English, there was insufficient differentiation in the work set, with higher attaining, average and lower attaining pupils often completing identical work. In mathematics lessons seen, although the mixed ability classes of pupils had been separated from higher attaining pupils for teaching purposes, the same distinction in work set for those in the mixed ability classes was not in place. In some of the lessons seen, pupils with special educational needs had special work planned, but the remainder of pupils in the class were set the same tasks irrespective of their different abilities within this narrower band. In science samples observed, there was insufficient match of work to meet the different abilities of pupils. For example, the same work on light sources was given to all pupils in both Years 1 and 2 and this included the higher attaining pupils in the Year 2 sample.

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

**In order to raise standards further, the governors, acting headteacher and staff with management responsibilities should:**

- A. Raise the standards in science by the time pupils are seven years of age by:
- making sure that all aspects of the subject are taught on a regular basis;
  - increasing the quantity of work covered during the course of the year;
  - making sure that work for pupils of different ages and abilities is set at an appropriate level.
- B. Increase pupils' expertise in the use of their computer skills by:
- pressing ahead with the new and exciting development of the computer suite;
  - making sure that all pupils have regular hands-on experience on computers to develop both their operational and their investigative skills;
  - focusing on planning in other subjects to ensure that computer support is actively used consistently.
- C. Extend the good use of assessment procedures used in English, mathematics and science, to cover all subjects of the curriculum.
- D. Further refine planning for pupils of all abilities in Years 1 and 2 by making sure that they do not all cover work at the same level of difficulty.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	14	57	22	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	292
Number of full-time pupils known to be eligible for free school meals	0	38

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	27

### Attendance

Authorised absence	%
School data	5.7
National comparative data	5.4

Unauthorised absence	%
School data	0.5
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	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	23
	Girls	17	17	19
	Total	36	37	42
Percentage of pupils at NC level 2 or above	School	84 (84)	86 (82)	98 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	18	19	19
	Total	40	42	42
Percentage of pupils at NC level 2 or above	School	95 (84)	98 (93)	98 (93)
	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	17	21	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	18	17	19
	Total	32	32	36
Percentage of pupils at NC level 4 or above	School	84 (66)	84 (57)	95 (77)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	15
	Girls	15	16	16
	Total	28	27	31
Percentage of pupils at NC level 4 or above	School	74 (50)	71 (59)	82 (64)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	292
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	127
Number of pupils per qualified teacher	23.2:1
Average class size	26.5

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

Total number of education support staff	13.0
Total aggregate hours worked per week	215

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.0:1

Total number of education support staff	2.0
Total aggregate hours worked per week	50.0

Number of pupils per FTE adult	17.3
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*FTE means full-time equivalent.*

### ***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	2	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.*

### ***Financial information***

Financial year	2000
	£
Total income	675799
Total expenditure	698162
Expenditure per pupil	2042
Balance brought forward from previous year	100662
Balance carried forward to next year	78294

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

### **Questionnaire return rate**

Number of questionnaires sent out	200
Number of questionnaires returned	169

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5	1	0
My child is making good progress in school.	46	49	5	0	0
Behaviour in the school is good.	42	49	5	2	2
My child gets the right amount of work to do at home.	32	51	12	2	2
The teaching is good.	47	47	4	0	2
I am kept well informed about how my child is getting on.	37	44	14	4	1
I would feel comfortable about approaching the school with questions or a problem.	58	37	4	1	0
The school expects my child to work hard and achieve his or her best.	62	37	1	0	1
The school works closely with parents.	33	50	11	4	2
The school is well led and managed.	41	47	6	4	2
The school is helping my child become mature and responsible.	41	55	2	0	2
The school provides an interesting range of activities outside lessons.	21	40	18	8	13