

INSPECTION REPORT

ALL SAINTS' C.E. (AIDED) JUNIOR SCHOOL

Peterborough

LEA area: Peterborough

Unique reference number: 110852

Headteacher: Mr E Husbands

Reporting inspector: Mr R Wonnacott
2787

Dates of inspection: 9 – 11 July 2001

Inspection number: 191806

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Voluntary aided
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Revd David Miller
Date of previous inspection:	24 February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints' Church of England Aided Junior School is in the Park ward of the City of Peterborough, close to the city centre. There are just over 250 pupils on roll, between the age of eight and eleven years. This makes it an average sized school compared with primary schools nationally. Over 40% of pupils have English as an additional language, the majority are of Pakistani origin; this is a very high proportion compared with schools nationally. The percentage of pupils entitled to free school meals is well above the national average. These factors have a negative impact on the school's results in national tests. The percentage of pupils identified as having special educational needs (23%) is in line with the national average; this includes those with statements of special needs. At the time of the inspection, the percentage of pupils with statements of special educational needs (2%) is close to the national average; these include pupils with learning and behavioural difficulties. When pupils join the school at age seven years, their attainment is generally in line with that typically found nationally for the age group; a significant minority have levels of attainment that are lower than that expected.

HOW GOOD THE SCHOOL IS

This is a good school. The staff are working very hard to further improve the quality of education provided for the pupils and to raise standards even higher. As pupils move through the school they generally make good progress in developing their skills and understanding in most subjects, including English, mathematics and science. However, their progress in information and communication technology is unsatisfactory. All pupils are included in all aspects of the school's work. Overall, pupils who have special educational needs are provided with good support. In lessons, the support for pupils who have English as an additional language is too variable, this means that their progress is not consistent. Overall, the teaching observed in the inspection was good. The school meets the needs of all its pupils.

Under the strong, quiet and effective leadership of the headteacher, management in the school is good. The school governors are actively involved in the management of the school and they have established secure procedures that enables them to hold the school to account for its actions. The school provides good value for money.

What the school does well

- Overall, the quality of teaching observed was good; much of the teaching was very good and in one lesson teaching was excellent. Literacy and numeracy skills are well taught.
- Overall, standards in the key areas of English, mathematics and science show steady improvement. Pupils make good progress in learning as they move through the school.
- Pupils show very good attitudes to their learning; they are interested and involved in their work. Pupils' behaviour is very good.
- Relationships in the school are very good. Pupils work well together and show respect for each other's feelings.
- The leadership and management of the school are good. The headteacher, staff and school governors work well together to provide the school with a clear sense of purpose.

What could be improved

- Standards attained in information and communication technology are too low.

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

The school has identified the weakness found during the inspection and has already produced outline plans to overcome it.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in February 1997 when four issues were identified that needed to be improved. The school has taken effective action to overcome the issues:

- the length of lessons has been reduced and pupils stay on task in lessons;
- schemes of work have been produced for all subjects;
- all aspects of monitoring are effectively used to set targets for school improvement;
- new accommodation has been built.

The quality of teaching has improved. No unsatisfactory teaching was observed during this inspection. The standards attained by pupils have improved since 1997. Test results indicate that pupils have made good progress in their learning as they have moved through the school. At the time of the inspection, the results for the year 2001 tests in English, mathematics and science had arrived in the school; they show a further improvement in the percentage of pupils attaining the nationally expected level (Level 4).

STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	C	B
Mathematics	D	C	B	A
Science	D	C	B	A

Key

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

As well as being compared with national results, the school's results are compared with schools with a similar percentage of free school meals; in the table above these are referred to as similar schools.

The year 2000 test results for English were in line with the national average. In mathematics and science the results were above the national average. When compared with similar schools, the results for English were above the average. In mathematics and science, the results were well above the average for this group of schools. Over the period of the last four years the

school's results in national assessments have shown a steady improvement, being broadly in line with the national trend. Given the high number of pupils who have English as an additional language, the level of improvement in the school's result is a reflection of the high quality of teaching. Nevertheless, classroom support for this group of pupils is too variable and does not consistently provide them with the consistent support they need.

Standards in the majority of subjects are broadly in line with those currently seen in similar schools. The highest attaining pupils reach a standard higher than that typically expected for the age group. Standards in information and communication technology are lower than those typically found for eleven-year-olds. The limited evidence gathered indicates that standards in art and design are lower than those expected nationally for the age group. The school has set challenging targets for improving its overall results in national tests. The targets for the year 2001 have been exceeded.

Pupils enter the school with skills that are generally in line with those typical for the age group; for many pupils language skills are low. Teaching that is generally of a good quality, and frequently of a very good quality, enables the majority of pupils, of all abilities, to make at least good progress in their learning as they move through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to work are very good. In lessons pupils are keen to be involved in activities and they want to succeed. In the majority of lessons teachers use praise to good effect.
Behaviour, in and out of classrooms	Overall, behaviour in the school is very good. In all the lessons observed behaviour was judged to be at least good and more often very good.
Personal development and relationships	The personal development of pupils is very good. Relationships in the school are very good. In lessons, pupils work well with each other and share ideas in a mature way.
Attendance	Attendance levels are broadly in line with those found nationally for primary schools.

In lessons there is a positive relationship between the teacher and pupils. Pupils show very good attitudes to their work and they make steady progress in their learning. Opportunities for pupils to take responsibility are satisfactory; when given the opportunity pupils show good levels of maturity.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable	Not applicable	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 inspectors visited the school over three days and observed 19 lessons covering a range of subjects including English and mathematics. All teachers were seen teaching at least once.

Literacy and numeracy teaching was observed in each year group.

Overall, the quality of teaching observed during the inspection was good; much was very good. In all the lessons teaching was judged to be satisfactory or better. In 53% of lessons teaching was judged to be very good or better. Evidence collected from the teachers' planning records and from the pupils' books indicates that the teaching observed during the inspection was typical of that usually found in the school. For example, a scrutiny of the pupils' books indicated that work was marked effectively and that pupils' progress in learning was similar to that observed during the inspection.

Where the teaching was at its best the lessons were well planned and teachers used very good questioning techniques to help pupils think carefully about answers. Pupils respond well to this approach and are confident to put forward ideas and make suggestions. The highest attaining Year 6 pupils demonstrated that they were able to discuss ideas in a mature way.

Overall, very good teaching was observed in English lessons where pupils were developing skills in reading and writing (literacy skills), and in mathematics lesson where pupils were developing their skills in numeracy.

In all other subjects of the curriculum the teaching observed was of a good quality, overall. The school makes satisfactory provision for all the pupils. The provision for pupils who have English as a second language is too variable; not enough support is provided for this group of pupils in some lessons.

As pupils move through the school the progress they make in their learning is at least good; many pupils make very good progress. The school's approach to developing pupils' writing skills is having a significant and positive impact. In the last year, progress in this aspect of pupils' learning has been very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school gives appropriate emphasis to developing the pupils' skills in reading, writing and number work. The curriculum is satisfactory overall but does not provide pupils with enough opportunities to develop skills in all subjects, particularly information and communication technology.
Provision for pupils with special educational needs	Overall, the management and provision is good. In lessons, pupils are well supported and they make at least satisfactory and often good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good. Opportunities for pupils to develop their spiritual, moral, social and cultural understanding are many and varied and are very good overall.
How well the school cares for its pupils	Pupils' welfare has a high priority in the school. Procedures for child protection are good and well understood.

Because the school has understandably spent the majority of teaching time developing the pupils' skills in English and mathematics, skills in other subjects, particularly information and communication technology, are underdeveloped. The Christian ethos and values that are

central to the school have a major influence on the development of the pupils' spiritual, moral and social understanding. Pupils show a high level of regard for the feelings and well being of their peers.

The school provides parents with a satisfactory range of information. However, recent yearly reports do not contain enough detail about pupils' attainment in subjects. The reports do not indicate how parents might help their child's development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good overall. The headteacher provides the school with strong, quiet and effective leadership. The deputy headteacher and subject co-ordinators are clear about their respective roles and they carry these out efficiently.
How well the governors fulfil their responsibilities	Governors are totally supportive of the school and they carry out their duties in an efficient way. They have very good systems that enable them hold the school to account for its performance.
The school's evaluation of its performance	Test results are analysed well. Effective procedures are in place to monitor teaching and learning. The standard of work produced by pupils is closely scrutinised. All this data is used to good effect to provide priorities for the school's further development.
The strategic use of resources	Overall, the school uses the different grants provided to good effect. The support provided for pupils with special educational needs is effective.

The headteacher provides the school with positive and stable leadership. The staff are hard working and provide the headteacher with valuable support. The headteacher and school governors have identified a set of appropriate priorities for the school's further development; these include the need to raise standards in information and communication technology. The priorities are used to good effect to plan the school's budget and good procedures are in place that enable the governors to evaluate the impact of their decisions regarding spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children are keen to come to school and learn; they like school.• Teachers are approachable and always make time for parents.• The school encourages pupils to understand the difference between right and wrong.• Parents judge that the school is helping their children to mature.	<ul style="list-style-type: none">• Parents are not clear about the school's policy for homework

Parents returned 99 questionnaires. Fourteen parents attended the meeting with the registered inspector. In general, the evidence gathered during the inspection supports the positive views identified by the parents. Although parents may not be clear about the school's policy for homework, a scrutiny of the pupils' homework books indicates that good levels of homework are being set and the work is often marked in great detail.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. ***Overall, the quality of teaching observed was good; much of the teaching was very good and in one lesson teaching was excellent. Literacy and numeracy skills are well taught.***
2. In the nineteen lessons observed teaching was judged to be excellent in one lesson, very good in nine lessons, good in seven lessons and satisfactory in the remaining two lessons.
3. Inspectors visited the school over the equivalent to a two-day period and observed 19 lessons. All class teachers were seen teaching. In the limited time available, inspectors focused on the teaching of English and mathematics and the skills of literacy and numeracy in particular. Ten lessons were observed where English was being taught and four lessons where mathematics was being taught. Teaching was observed in a range of other subjects including physical education, geography and information and communication technology. The limited observations of teaching in these subjects, together with an examination of pupils' past work and teachers planning indicate that teaching in a range of subjects is good. However, teaching in information and communication technology is generally unsatisfactory. Teachers generally lack confidence in the subject and as a result pupils make slow progress in developing the necessary skills. As a result standards are lower than those found for the age group.
4. The excellent teaching occurred in a Year 3 English lesson where pupils were developing their skills in writing and using descriptive language to create atmosphere. The teacher's planning was very detailed and provided a clear structure to the lesson. The teacher used very good questioning to help the pupils develop their own ideas. The lesson went with a swing. Pupils were interested and stimulated by the idea of adding atmosphere to their work. By the end of the lesson the work of higher attaining pupils was of a high standard. For example, one pupil had written; *'Suddenly a pack of ravenous silver-grey wolfs jumped out! Their malevolent, glowing red eyes staring back at them'*. When questioned, the pupil was able to explain the meaning of the word 'malevolent' and why it had been used in this context.
5. The teaching seen of English (literacy skills) was very good overall. The teaching of mathematics (numeracy skills) was of a similarly very good quality. The teachers are making very good use of the new national guidance for teaching literacy and numeracy skills. The work is planned in detail and there is clear evidence of pupils' learning building on their past work. Very good use is being made of the introduction to mathematics lessons, when pupils are encouraged to develop a range of strategies to solve problems involving numbers. For example, when Year 6 pupils were asked to add 2345 and 1999 the majority were able to explain that they arrived at the answer by adding 2000 and then subtracting one. The 'quick-fire' approach used in this part of the session is adding to the pupils' confidence when using numbers. In both English and mathematics lessons teachers expect pupils to attain high standards. The work set is of a challenging nature and pupils are encouraged to develop a sense of critical awareness in their work. For example, in a Year 6 literacy lesson pupils were asked to

analyse two poems that explored the feelings of children who were just about to leave their present school. The pupils showed a very good level of understanding of the ideas in both poems. The highest attaining pupils were able to relate the emotions expressed in the poems to their own feelings as Year 6 pupils, who were in their penultimate week in All Saints' Junior school. Through careful and sensitive questioning by the teacher, the pupils made a good start on writing their own poem about their life at the school.

6. In the lessons observed, teachers made very good use of a range of strategies to help pupils develop their skills and understanding. For example, in a Year 4 information and communication technology lesson where pupils were being introduced to the way a spreadsheet can be used to sort data, the teacher worked with the whole class to remind pupils about the important characteristics of a spreadsheet. Pupils were then able to work in small groups on laptop computers, using the computer menu to find information about children in the class. The teacher provided very good support for groups and individual pupils. By the end of the lessons all pupils were able to use the spreadsheet to identify the group of pupils whose surname began with S. Progress in the lesson was very good. The level of confidence and expertise demonstrated by the teacher in this lesson is not common to all members of staff; as a result pupils' information and communication technology skills are not being developed in a systemic way.
7. In a geography lesson where teaching was judged to be satisfactory, the lesson was well planned and the teacher showed a good understanding of the subject matter. However, the pupils were not provided with enough opportunities to develop their own thinking and the work lacked the necessary level of challenge. Many of the pupils found the tasks set too easy and there was little progress in their learning.
8. Homework is generally being used to good effect to support pupils' school-based learning. The evidence gathered from examining the pupils' past work indicates that homework is generally used effectively to develop ideas. For example, pupils had been encouraged to prepare an argument for the possible use of a piece of wasteland near the school. The work of the highest attaining pupils was of a high quality. The teacher had marked the work in great detail and provided the pupils with a range of ideas that would help enhance the arguments they were presenting.
9. ***Overall, standards in the key areas of English, mathematics and science show steady improvement. Pupils make good progress in learning as they move through the school.***
10. In the period of the last three years the school results in the national tests for eleven-year-olds have shown a steady improvement. The percentage of pupils who have attained the expected Level 4 in the tests has increased, so that in the year 2000 tests in both mathematics and science the schools results were above the national average. In English, the school's results were similar to the national average. In both mathematics and science the percentage of pupils attaining the higher Level 5, was well above the national average. In English the school's performance was below the national average.

11. The school used the information from the year 2000 tests to identify why English results were relatively lower than those were for mathematics and science. The analysis showed that the pupils' skills in writing were having a negative impact on English standards. As a result a more structured approach has been adopted to help pupils develop writing skills. The early indications are that this approach is having a positive impact and standards in pupils' writing are improving.
12. At the time of the inspection the results for the year 2001 had arrived in the school. The information provided indicates that the school's results are better than those for the year 2000.
13. As well as comparing the school's results with the national picture it is possible to make comparisons with schools that are 'in a similar context', that is, schools who have a similar proportion of pupils entitled to free school meals.
14. When the school's results in the year 2000 tests for eleven-year-olds are compared with this group of schools, the results for mathematics and science show that the percentage of pupils attaining the expected standard for eleven-year-olds (Level 4) was well above the average. In the English test, the percentage attaining the expected level was above the national average. The percentage of pupils attaining at the higher level (Level 5) was well above the average for this group of schools in mathematics and science. In English, the results were below the average.
15. An examination of the current Year 6 pupils' English, mathematics and science books indicates that the majority is on course to attain the nationally expected standard by the end of this school year. The standard of work seen suggests that the number of pupils capable of attaining the higher level will be similar to those in the year 2000 assessments.
16. The presentation of work in the books is generally of a good standard. Work in the books of the highest attaining Year 6 pupils is of a high quality. For example, work in the science books is well illustrated and shows that the pupils have a good understanding of a number of science topics, including the way the digestive system works.
17. Standards in information and communication technology are lower than those typically expected for the age group. An examination of the pupils' work shows too much variation in standards. In year groups where teaching staff are confident in using computers the pupils' work is of the required standard. However, where teachers are less confident in using information and communication technology standards are low. Because there is no continuous development of their skills as pupils move through the school, the standards attained by Year 6 are much lower than those expected nationally for the age group.
18. Overall, pupils enter the school with standards that are broadly similar to those found nationally. However, there is a significant minority of pupils who have English as an additional language. The standards attained by these pupils are lower than those typically found.

19. Through good structured teaching pupils make at least good progress as they move through the school, many pupils make very good progress. Overall, the progress made by pupils for whom English is an additional language is satisfactory. However, the progress of this group of pupils is too variable, depending on the level of support provided in different year-groups. Where there is support, pupils are able to develop their use of English and their progress is good. When there is no support provided, pupils are often not clear about the task that has been set and they make little progress in their learning.
20. An examination of the pupils' books shows that over the last year pupils have made good progress in developing their skills and knowledge in the important areas of English, mathematics and science. For example, work in the highest attaining Year 6 mathematics books shows that pupils have moved from completing addition sums involving hundreds, tens and units to completing investigations that are related to simple ideas in algebra. Similarly, work in the Year 3 English books shows how pupils have developed their writing skills. Early in the school year pupils were writing simple sentences, at the time of the inspection pupils were writing exciting stories. For example, when asked to write a short story using tension and suspense one pupil wrote, *'Even with scaly snakes smirking at them with their long pink tongues....'*
21. Overall, pupils made good progress in the nineteen lessons observed during the inspection. Very good progress was observed in nine lessons. These lessons were all where pupils were developing skills in literacy and numeracy. The level of pupils' progress reflected the quality of teaching and the way the staff used the new national guidance for these areas to structure the lessons. For example, in a Year 6 mathematics lesson where pupils were exploring the relationship between a pattern made up of common two-dimensional shapes and the number of sides, pupils were able to identify the relationship between the two factors. By the end of the lesson the highest attaining pupils had generated a simple formula that would enable them to predict the number of sides connected with any regular pattern. This level of progress and thinking was impressive.
22. ***Pupils show very good attitudes to their learning; they are interested and involved in their work. Pupils' behaviour is very good.***
23. Pupils enjoy school and are happy there. They are eager to talk about their work and what is going on. They are clear about why they come to school and what they must do if they are to learn effectively. They settle quickly at the start of lessons, showing interest in their work and enthusiasm for what they are asked to do. In lessons there is a calm atmosphere where purposeful activity and effective learning takes place. Pupils' attitudes to school and their willingness to learn and succeed are important factors contributing to the progress they make in their learning. Comments at the parents' meeting and parents' written remarks indicate that their children are happy at school and want to attend. Pupils complete homework tasks conscientiously. An examination of the pupils' homework books indicates that teaching staff take this aspect of the pupils' development very seriously. The work is often marked in detail and written comments provide pupils with guidance about ways the work could be improved.
24. Behaviour in lessons is always very good and at times excellent. Pupils are interested

in the work and keen to give answers. They listen to each other's answers with care and are appreciative of the many responses. For example, in a Year 5 lesson where groups of pupils were improving the way they presented a poem to the whole class, they listened to each other's ideas and were able to make sensible decisions about the best way to read the poem. When the two Year 5 classes combined to share their work all pupils, including a number of small low attaining pupils, showed the benefit of their group work. All pupils listened to the poems with enthralment.

25. The pupils' behaviour in lunchtimes and break-times is of the highest quality. Pupils are polite, they are keen to ask questions and share their ideas with visitors. For example, a Year 3 pupil was prepared to talk about the computer program she was using and keen to involve the visitor in the activity, explaining the purpose of the program and how it worked.
26. During the inspection the Year 6 pupils were preparing an end of term presentation for their parents. They were given the opportunity to present their play to the remaining pupils, during this session the behaviour of all the pupils was excellent. They listened with care and showed very good levels of concentration as the play progressed. This high level of involvement and behaviour was generally typical of that observed in lessons.
27. ***Relationships in the school are very good. Pupils generally work well together and show respect for each other's feelings.***
28. Pupils' personal development and all relationships within the school are very good and support the ethos for learning that is evident throughout the school. These factors have a major impact on the progress made by pupils as they move through the school. Pupils work together very well on tasks in lessons, discussing their work and sharing ideas. They comment on other pupils' work and accept other's comments about their work in a mature way. For example, in a Year 3 mathematics lesson where pupils were using tape measures to measure parts of the body, the pupils worked in pairs helping each other with the task and discussing their measurements when they had made obvious mistakes.
29. Pupils from different cultural backgrounds work and play together in a positive way. At lunchtime pupils play cricket together in mixed cultural and gender groups. They are keen to praise each other's ability to hit the ball and offer advice when the ball is missed. The views and feelings of pupils with a Muslim background are well respected by the school. There is evidence that pupils have studied the similarities and differences between religions and this work helps to integrate pupils into the school's positive and caring ethos.
30. In lessons, teachers and support staff provide pupils with very good role models. Adults work well together, they support each other and are prepared to have a joke with the pupils. The pupils respond in a very positive way to this approach.
31. Although this was the penultimate week in the school for Year 6 pupils, their attitude to teachers, each other and visitors was of the highest quality. In a Year 6 English

lesson where pupils were encouraged to talk about their memories and feelings of their time at All Saints', they were able to articulate ideas in a sensible and frank manner. The frankness was largely due to the positive relationship that had been established between the teacher and the pupils.

32. ***The leadership and management of the school are good. The headteacher, staff and school governors work well together to provide the school with a clear sense of purpose.***
33. The headteacher provides the school with strong, quiet and effective leadership. He has used information gathered from a range of sources to identify appropriate priorities for the school's further development. Over the period of the last few years the headteacher has delegated responsibility for aspects of the school's work to members of staff. He has secure procedures in place that enable him to monitor this delegation effectively. The headteacher is very clear about the school's strengths and weaknesses, and in a quiet manner is establishing the necessary developments to overcome these.
34. All the staff take their responsibilities seriously and carry out their duties efficiently. Interviews with subject co-ordinators carried out during the inspection visit showed that they were aware of the need to address issues regarding the standards attained by pupils. For example, the English co-ordinator had carried out a detailed analysis of the year 2000 test results in the subject. The analysis revealed that pupils' levels of attainment in writing were too low and that this was adversely affecting the school's overall results. An action plan was produced to overcome the low attainment. An examination of the pupils' books indicates that the process has been successful and writing standards are steadily improving.
35. Overall, the work of the school governors is good. The governing body comprises a number of active and committed governors including a good proportion of parents of the school. As a group, the governors have developed a range of strategies that enable them to hold the school to account for its actions. Small teams of governors monitor aspects of the curriculum and regular written reports of this monitoring are presented to the full governing body.
36. Decisions regarding spending are closely related to the school's improvement plan. A finance committee regularly reviews financial matters. The school secretary is very effective in ensuring that budget statements are accurate and up-to-date. Where particular sums of money are identified for specific use, for example money to support pupils with special educational needs, the governors ensure that this money is used for the purpose intended. Although the governors have allocated the limited sum of money made available to support pupils for whom English is an additional language, the level of support is too variable. As a result this group of pupils do not make the necessary good progress in all year groups.
37. The governors are suitably involved in setting targets for improving the school's results in national tests. They are rightly ambitious and the targets sets are challenging. The headteacher is expected to provide governors with regular updates regarding how well the school is doing in meeting the targets. This approach enables the governors to consider ways in which money can be directed to help raise standards across a range of

subjects. For example, the headteacher and governors have identified the need to quickly raise standards in information and communication technology.

WHAT COULD BE IMPROVED

38. *Standards attained in information and communication technology are too low.*
39. Standards attained by Year 6 pupils in information and communication technology are lower than those expected nationally for the age group. An examination of the pupils' work indicated that many aspects of the nationally prescribed programme of work had not been covered, to a satisfactory level. For example, there was no evidence to indicate that pupils were able to use a computer to produce a simple newspaper by combining text and pictures.
40. Although the staff is following a programme of training, many teachers lack confidence in information and communication technology. As a result there is no clear development in the information and communication technology teaching and learning programme, as pupils move through the school. This means that pupils' progress in developing skills is too variable and skills learnt in one class are not built on in the following year-group.
41. A teaching and learning programme has been written, however, it does not contain enough detail to help teachers who are unsure about the subject, and provide them with the necessary confidence to use computers. In addition, the programme does not provide staff with enough guidance about ways in which information and communication technology can be used to enhance learning in other subjects.
42. The governors have been able to provide sufficient funds to equip a computer room; work on this room is due to start in the summer holidays. Once completed this facility will provide pupils with the opportunity to develop skills in information and communication technology. However, resources will need to be provided in each classroom so that the skills pupils acquire in the computer room can be used on a regular basis.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. The school governors, in conjunction with the headteacher and staff, should raise standards in information and communication technology by:
 - increasing the number of computers in the school by ensuring that the proposed computer room is completed on time;
 - providing staff with continuing training so that they gain in confidence in using information and communication technology;
 - developing a detailed scheme of work that shows when and how all aspects of the

nationally prescribed programme of work for pupils aged eight to eleven years will be delivered;

- identifying in a clear way how skills in information and communication technology will be used to enhance learning in other subjects of the curriculum;
- ensuring that sufficient resources are available in classrooms, so that pupils can use the information and communication technology skills they attain when using the computer room.

(Further reference to this issue can be found in the numbered paragraphs 3, 6, 17, 39, 40, 41, and 42).

44. In the plan for the school's further development, the governors have already identified the need to raise standards in information and communication technology.
45. As well as considering the above issue the governors should consider the following minor issue:
 - The limited evidence collected during the inspection indicates that standards in art and design are lower than those typically found for the age group. The school governors need to take the necessary steps to ensure that the pupils' standards in artwork are improved.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	47	37	11	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	251
Number of full-time pupils eligible for free school meals	n/a	51

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	6
Number of pupils on the school's special educational needs register	n/a	38

English as an additional language

	No of pupils
Number of pupils with English as an additional language	97

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	5.3
National comparative data	5.2

Unauthorised absence	%
School data	0.3
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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year (2000)	2000	34	31	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	32
	Girls	21	21	28
	Total	50	51	60
Percentage of pupils at NC level 4 or above	School	77 (65)	78 (73)	92 (77)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	28
	Girls	19	23	22
	Total	45	52	50
Percentage of pupils at NC level 4 or above	School	69 (67)	80 (65)	77 (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	2
Black – African heritage	3
Black – other	4
Indian	6
Pakistani	83
Bangladeshi	1
Chinese	3
White	149
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	1	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: Y3 – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	180

Financial information

Financial year	2000/2001
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	£
Total income	521416
Total expenditure	491725
Expenditure per pupil	1975
Balance brought forward from previous year	53995
Balance carried forward to next year	83686

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	251
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	3	2	1
My child is making good progress in school.	44	51	4	0	1
Behaviour in the school is good.	43	50	3	0	5
My child gets the right amount of work to do at home.	26	49	16	6	4
The teaching is good.	50	45	2	0	4
I am kept well informed about how my child is getting on.	35	49	13	0	4
I would feel comfortable about approaching the school with questions or a problem.	56	33	6	3	2
The school expects my child to work hard and achieve his or her best.	63	34	2	1	0
The school works closely with parents.	36	45	14	4	2
The school is well led and managed.	55	27	10	2	6
The school is helping my child become mature and responsible.	50	41	2	0	8
The school provides an interesting range of activities outside lessons.	33	32	18	6	11