

# INSPECTION REPORT

## **ST BIRINUS CE PRIMARY SCHOOL**

Dorchester-on-Thames

LEA area: Oxfordshire

Unique reference number: 123129

Headteacher: Ms H Clark

Reporting inspector: Ms S Billington  
4343

Dates of inspection: 16<sup>th</sup> – 17<sup>th</sup> January 2001

Inspection number: 191838

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 category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Queen Street Dorchester-on-Thames Wallingford Oxfordshire
Postcode:	OX10 7HR
Telephone number:	01865 340081
Fax number:	01865 340081
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Y Jeffcoat-Dick
Date of previous inspection:	10 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
4343	Ms S Billington	Registered inspector
11096	Ms M Davie	Lay inspector
4341	Mr D Clegg	Team inspector

The inspection contractor was:

Wessex Education

1 Albert Road  
Dorchester  
Dorset  
DT1 1SE

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St Birinus is a smaller than average primary school with 99 pupils aged from four to eleven. Pupils come from three local villages and from a wide range of backgrounds. They are taught in mixed age classes with two year groups in each one. The average class size is 24 but there is considerable variation because of the differences in numbers in each year group. Six per cent of pupils are eligible for free school meals which is below average. Very few pupils are from minority ethnic backgrounds and no children speak English as an additional language. Three pupils (three per cent) are on the special educational needs register at stage two because they have some specific learning difficulties; none have statements of special needs.

Children are admitted to school at the start of the term in which they will be five. They join an established class of reception and Year 1 pupils. On entry, levels of attainment are wide ranging but overall are broadly average.

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

This is a good school. Standards in English and mathematics are good with almost all pupils reaching at least average levels in national tests and a high proportion reaching higher levels, particularly in mathematics. Teaching is good and this is a significant factor in ensuring that the learning needs of all pupils are met. The headteacher provides good leadership with strong support from all staff. The school provides good value for money.

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

- Pupils achieve well in literacy and numeracy
- Very good teaching of the under fives ensures that they get a good start to school and make good progress
- Pupils with difficulties are picked up early, get good support and make good progress
- There is very good provision for pupils' personal development and welfare
- Pupils have very good attitudes to school, behave well and form good relationships

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

- The rate of progress and levels of achievement in science
- Standards in, and provision for, information and communication technology (ICT)

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

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

The school was last inspected in February 1997. Since then, the high standards achieved in English and mathematics by eleven year olds have been maintained and standards achieved by seven year olds in these subjects have improved and are now above average. Almost all pupils attain expected levels in science but there is scope to increase the numbers achieving at higher levels. Standards in ICT were a weakness in the last inspection and remain so, despite some recent improvements. All the key issues identified in the last inspection have been tackled, but the rate of improvement in some important areas was slow until a new head took up appointment in January 2000. There has recently been good improvement in curriculum planning and in systems for planning for school development. The overall quality of teaching has improved and it is now good and sometimes very good throughout the school. Provision for pupils' personal development has been further improved and this is now a strength of the school.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A*	B	A
mathematics	A	A*	A	A
science	A	A*	C	C

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

Over the past three years almost all pupils have reached at least average levels in national tests at the age of seven and eleven. The inspection found that standards in reading are very good. Standards in writing are at least satisfactory and often good and are rising further as a result of the focus on improving pupils' skills and the range of written work. Standards in mathematics are good throughout the school and some of the eight, nine and ten year olds are working at particularly good levels. Standards in science are at least average and often good in terms of pupils' knowledge, but there are weaknesses in their skills in investigating and experimenting. Standards in ICT are below expectations. Pupils with special educational needs benefit from well targeted support and achieve well.

By the age of seven children have a good base of skills in literacy and numeracy and in the juniors they use their skills well across the curriculum. Overall they achieve well.

The under fives make good progress and are well prepared for work in the National Curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They are keen to learn, eager to participate in all that the school offers and work hard.
Behaviour, in and out of classrooms	Generally good in the classrooms and in the playground.
Personal development and relationships	Very good. Pupils form good relationships, work well together and are keen to take on responsibilities throughout the school.
Attendance	Very good, with attendance levels well above the national average.

Pupils' very good attitudes and the quality of their relationships are important factors in their successful learning. The oldest pupils are well prepared to move on to the next stage in their education.

## TEACHING AND LEARNING

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

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

Teaching is generally good and some aspects are very good. In 70 per cent of lessons teaching is good; 30 per cent of these are very good. There is no unsatisfactory teaching. Teachers plan well for the range of ages and abilities in each class and generally have high expectations of what pupils should achieve. Resources are used well and very good use is made of support staff who have a significant role in enhancing the quality of learning. All children are encouraged and fully supported so that they benefit from a range of opportunities to learn. Occasionally the level of challenge in lessons could be greater, particularly in aspects of science.

The teaching of literacy and numeracy is good and at times very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and generally well balanced. There are good systems for planning to ensure that what children have learned is built upon as they go through the school. The curriculum for the under fives is well planned to meet the learning needs of the youngest children.
Provision for pupils with special educational needs	Very good. Pupils are identified early, given extra support and in many instances make rapid progress and catch up with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, particularly for social and moral development. There is a strong emphasis on personal, social and health education and all pupils benefit from a wide range of opportunities to reflect on their actions and responsibilities.
How well the school cares for its pupils	Very good. Pupils are known well and there is a high degree of care and concern for their welfare. There are good procedures for promoting good attendance and behaviour.

All subjects of the National Curriculum are taught but not all aspects of ICT are covered and there is a lack of emphasis on the teaching of skills in science. The curriculum is enriched by a good range of visits and visitors to school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear sense of direction and has implemented some important initiatives to take the school forward. There is good teamwork amongst the staff and co-ordinators work hard to fulfil their range of responsibilities.
How well the governors fulfil their responsibilities	All statutory responsibilities are fulfilled. Governors are very supportive of the school and well informed. The governing body has recently been re-organised and this is helping governors to take a more active role in key aspects of management.
The school's evaluation of its performance	Analysis of test results and monitoring activities are beginning to be used to inform forward planning for the school.
The strategic use of resources	Satisfactory. Accommodation, staffing and learning resources are used well.

The school is well led and managed and developments are carefully planned to ensure maximum benefit for teaching and learning. The number of computers is inadequate; further purchases are planned but there is an urgent need to improve provision to cover all aspects of the ICT curriculum and to raise standards.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Almost all parents (95%+) feel that:</p> <ul style="list-style-type: none"> <li>• Their children like school and make good progress</li> <li>• The teaching is good</li> <li>• Behaviour is good</li> <li>• Children are expected to work hard and are helped to mature</li> <li>• Leadership is good</li> </ul>	<p>A significant proportion of parents (44%) feel that the school does not provide an interesting range of activities outside lessons.</p>

The inspection findings support parents' positive views of the school. There is an adequate range of extra-curricular activities, although not all run throughout the year. These are largely focused on sport and generally for the seven to eleven year olds.

## **PART B: COMMENTARY**

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

#### **Pupils achieve well in literacy and numeracy**

1. Pupils progress well in literacy and numeracy as they move through the school so that by the time they leave they are well equipped for the next stage of education. Good teaching ensures that children build on their good start and achieve well.
2. By the age of seven almost all children read accurately and with understanding. They read a wide range of books and name some favourite stories and authors. Reading habits are well established, with children taking books home every day to share with parents and some higher attainers enjoying reading to themselves. They write structured accounts of their activities, lists, instructions and their own versions of stories. The majority use full stops and capital letters accurately and most common words are spelt correctly. Higher attainers write lengthy and well-structured accounts, extended stories and events from the perspective of different characters. Pupils start to make good use of their literacy skills across the curriculum, for example in writing about differences between Victorian life and the present day and reports about favourite holiday places.
3. Eleven-year-olds are enthusiastic readers with a good knowledge of books. They know what they like to read and can justify their preferences. Some, for instance, loved the magical quality in the latest Harry Potter stories while others preferred stories by Jacqueline Wilson rooted in the everyday experiences of people and families. They understand what they have read and recall events and characters they have encountered with genuine enjoyment. Written work is generally well structured and grammatically correct. Occasionally, creative writing is lively and a real atmosphere is created through the good use of words and phrases. The quality of writing of the eight and nine year olds is of a particularly high standard. Their stories show careful thought and reflection about how best to describe places and people. They are taught to draft and edit their work and the teacher's marking is very sensitive and encouraging, this results in some very good levels of achievement and written work that is adventurous and interesting. Stories have a fluency and immediacy created through vivid language and the use of capitals to emphasis particular aspects so that there was 'a sudden CRASH!', children 'squeal with delight', they 'yell' or 'frown' or appear 'dazed with sleep'.
4. Achievement in mathematics has been consistently high over the past three years. The successful implementation of the national numeracy strategy has complemented much of the work that was already underway and confirmed the importance of teaching pupils fast ways of calculating. A significant proportion of pupils achieve well above average levels and are very sharp at solving number problems and very secure in their understanding of how numbers work. By the age of seven pupils have good awareness of number order to 100 and are beginning to use a range of strategies for calculating including doubling, making pairs to 10 and starting addition with the largest number. They successfully add and subtract two digit numbers to 100 and are working in the early stages of multiplication and division. They begin to apply their knowledge, for example in measuring and in working out problems involving money. The oldest pupils work very confidently with large numbers and have a keen sense of place value, they for instance are very quick at calculating using 10s, 100s and 1000s. Nine and ten year olds are working with decimals, adding and subtracting using two decimal places and

also have a firm grasp of the relationship between decimals, percentages and fractions.

5. Good teaching ensures that lessons are purposeful and that pupils are taught what they need to know. Teachers show a keen awareness of the range of abilities in the class and plan work that challenges all pupils. For example, a successful lesson with the eight and nine year olds helped them to understand how numbers work. Good demonstrations, clear instructions and sharp questioning resulted in most pupils grasping how to use tens and units when adding large numbers. The pace of the lesson dropped slightly when the lesson got bogged down in one particular example, but overall the pupils made progress. In a lesson with ten and eleven year olds, the teacher's high expectations were evident from the outset as all pupils got involved in activities demanding a range of mental calculations including finding square roots and working with fractions and decimals. There was also a good level of challenge in the main activity that involved pupils in making the greatest product from a series of random digits. They made noticeable gains in using their knowledge of multiplication facts as they assessed the best order in which to place the numbers to reach the highest possible outcome.

### **Very good teaching of the under fives ensures that they get a good start to school and make good progress**

6. Children are admitted at the beginning of the term in which they will be five. A small group of children joins an established class of reception and Year 1 pupils. Numbers in this class are kept at a low level and the staffing ratio is good so that the youngest children settle readily and receive a good level of adult attention both individually and in small groups.
7. Children's skills and competencies are assessed within the first few weeks of starting school, areas for further development are identified and information is shared with parents so that they can continue to support their children's learning at home. Careful track is kept of children's progress in each area of learning through a combination of informal observation, planned assessments and specific activities to check knowledge and understanding, for example of initial sounds. The information is used to group children and to target the next steps in learning so that work is appropriate to children's needs and stages of development.
8. Teaching is carefully planned to cover all areas of learning, often linked through work on a topic such as 'Clothes'. Links are made with National Curriculum subjects so that children move on to work in these areas as soon as they are ready. Resources are used imaginatively to gain children's interest and motivate them to try activities for themselves. The impact on learning is often significant; this was evident when a child who had only been in school for a few days, and who found sitting and listening in a group rather difficult, became involved in an creative activity with literacy links. He spent a lengthy time decorating the letters of his name with a variety of pulses and pasta considering carefully how to organise the materials; he was so engaged with the task that when he finished, he asked if he could do the same with his brother's name. His level of concentration was impressive, he was delighted that he could recognise his name, he got involved in talking about sounds in other names and made noticeable gains in his personal, social and literacy skills
9. A key element in the very good teaching is the careful use of key words. This features in the planning and also in useful briefing notes for classroom assistants which highlight some specific words to be used during group tasks. Staff make very good use

of talk in all activities, for example in drawing children's attention to the sounds with which words start and end as they match words and pictures. Good questions are used to assess and extend children's understanding in a range of activities. Staff make very good use of time, moving learning on at a good pace. A good balance between directed and free choice activities for the youngest children ensures that they have good opportunities to work together in a variety of situations and also to benefit from the opportunity to work with the older pupils in the class.

10. The outcome of the very good start to school is evident in the progress that children make in their first year in school. Most start school with some understanding of books and stories but few have made a start on reading or writing. Children move quickly from writing over or copying the teacher's writing to recording their ideas using individual letters and then writing sentences independently. Higher attainers are writing a few sentences using a word book after a term and almost all children write short stories independently after a year. Children make a good start in reading, benefiting from focused teaching of early reading skills. They quickly become familiar with, and start to read, a range of simple books. Progress in numeracy is also good and by the end of the reception year most children order numbers to 20, can increase or decrease by one, add two numbers to 10 and are beginning some practical subtraction. Some higher attainers begin to apply their knowledge, for example in calculating amounts of money up to 20p.
11. Children are well prepared for the move to the more formal aspects of learning and there is a smooth transition to work in the literacy hour and numeracy lessons. The good start to school and the firm foundation for further learning are key factors in the good standards that are attained by pupils at the age of seven.

### **Pupils with difficulties are picked up early, get good support and make good progress**

12. Pupils with special needs benefit from the well managed programme provided to meet their needs. The programme of regular assessments is well used to identify any pupils who are not making the progress they should. The early identification of any problems is a key feature and enables support to be given at an early stage so that no child falls a long way behind. The assessment begins as soon as children start school and specific help is often given to the very youngest children to ensure they get off to a good start. Assessments have been adapted to ensure that the achievements of all children are recognised and to pick out any potential areas of weakness.
13. Annual assessments are made by each teacher and again this leads to some pupils being given extra help through a carefully planned and detailed programme that is particularly effective in helping children through any early difficulties they may be having with reading. The learning support assistants, who help to teach this programme, are very thorough in their record keeping and make a significant contribution to the success that children experience. Older pupils' progress is also carefully monitored and they are also given the support they need through extra teaching and small group work. The result is that most of the pupils with special needs reach average levels by the time they leave the school. Those pupils who have more serious learning problems are also helped to succeed. Work in lessons is often very carefully planned to take account of their difficulties and they make good progress.
14. The special needs provision is well managed; records are well maintained and there is a termly review of each pupil to assess progress and plan the next stage in learning.

Parents are fully involved and kept informed of the work their children are doing.

### **There is very good provision for pupils' personal development and welfare**

15. The school effectively supports all aspects of pupils' personal development and is particularly effective in promoting their social and moral development. These aspects are supported through a range of strategies working at different levels throughout the school. In every class pupils have a range of responsibilities to help the smooth running of the day. The oldest pupils have additional duties, for instance in the playground where they prepare and collect play equipment used by the whole school.
16. All age groups are represented on the newly established school council. This is having a significant impact on pupils, all of whom are very well informed about the issues that are being raised and the possible outcomes. A central noticeboard helps to keep pupils up to date and currently features, for example, information about a request that girls be allowed to wear trousers to school. There are details about how governors have responded so far, what procedures are being followed and when a decision will be made. The recent purchase of new equipment for the playground was a response to the school council's debate about how to improve behaviour at break times. All pupils were consulted about how to spend the funding provided by the parent-teacher association and the most popular items were purchased. Pupils now have responsibility for working out the best arrangements for organising the use of the equipment and for taking care of it. This particular initiative is contributing to pupils' personal and social development and raising their awareness of some key principles of citizenship.
17. Pupils have the opportunity to participate in local and national fundraising activities and regularly support a range of appeals. Stamps are being collected for the Blue Peter appeal and a sale of unwanted toys is being organised to raise funds for the RSPCA. Notices about this encourage all the pupils to support the sale and also explain why the money is needed. Throughout the school pupils participate in local events, for example maypole dancing for May Day celebrations, and have the opportunity to make a range of visits to places of interest. This enhances the curriculum as well as encouraging pupils' social and cultural awareness. Outdoor activities include local studies, pond-dipping and investigations into local wildlife. Year 2 children make an overnight visit to a local activities centre and the oldest pupils make a more extended residential visit.
18. Lessons on personal, social and health education (PSHE) enhance pupils' understanding of issues ranging from the importance of healthy eating to what it means to take on specific responsibilities. Pupils have opportunities to debate a range of moral issues in these sessions, but lessons are sometimes too short to allow full discussion of a range of views. Themes for assemblies also support aspects of PSHE, for example in reflecting on what it might mean to be a 'good neighbour'.
19. A key element in the school's success in promoting pupils' personal development is that children throughout the school are known well and cared for as individuals. Each is seen as having something to offer and children's views are sought and taken seriously by the staff. The headteacher sets an important example and in one assembly, for instance, she skilfully managed a five-minute discussion with the whole school about playtime procedures. Pupils responded well to having their views sought and conducted a conversation in a large group in a very sensible manner, listening carefully to others and contributing helpful suggestions. The outcome of the school's high expectations is demonstrated well by the oldest pupils who are mature and confident, well prepared for the next stage in their education.

## **Pupils have good attitudes to school, behave well and form good relationships**

20. Pupils of all ages are keen to come to school and are enthusiastic about learning. They listen carefully to their teachers and take part readily in discussions. This was evident in a PSHE lesson with all the four to seven year olds. Although the group was large, the children listened attentively to a story and joined in at intervals showing good understanding of the reasons for the main character being 'different'. In the discussion that followed, they were eager to comment on what they might be good at doing and responded well to the teacher's suggestion that in the next lesson they would begin to make lists of their friends' good qualities. In a mathematics lesson with the oldest pupils, the children responded very positively to a quick game of 'beat the teacher' in trying to find more than five factors in a range of two and three digit numbers. They were keen to succeed without being too competitive and individuals were very ready to make an attempt at finding answers, in response to the teacher's positive encouragement in a situation where errors were regarded as opportunities for further learning.
21. Pupils' behaviour is good in classrooms and around the school. Parents rightly feel that key reasons for this are that the school has high expectations and that children are encouraged to appreciate and understand the needs of others. They move around the building sensibly and readily share equipment at playtimes.
22. Relationships are very good between adults and pupils and between the children themselves. From the earliest stage in school, children quickly learn to take turns and to support each other. This was evident with four and five year olds working, often without direct adult supervision, on a range of practical activities in the shared resource area. Two took turns in using the computer and two others worked very well together making a 'fantasy house' with large building blocks. A small group using playdough shared very readily with another child who joined them – "can I have some playdough?" "of course, there you go". Older pupils work well together in pairs and small groups, sometimes specifically organised by the teachers so that they help each other but often collaborating informally. In a science lesson, pairs of eight and nine year olds measured parts of their bodies, helped each other to record results accurately and eagerly compared the outcome. Ten and eleven year olds worked in pairs in a maths lesson on multiplication problems and a few pairs asked if they could join to make a bigger group to compare possible answers.

## **WHAT COULD BE IMPROVED**

### **The rate of progress and levels of achievement in science**

23. There are some weaknesses in the way science is taught that are resulting in children not achieving as much as they could. There is a lack of emphasis on the experimental and investigative elements of the subjects and the starting points for some modules of work for the older pupils are often at a low level. This results in some time being lost before they start to work at the sort of level that they should.
24. Most pupils are knowledgeable about the science that they have been taught. Seven year olds know some of the differences between living and non-living things, the functions of the senses and what humans need to keep them healthy. The oldest pupils know how to create simple electrical circuits and understand that some materials conduct electricity. They also know about the movement of planets and the effect that

this has on earth, they understand what plants need to grow and they also have a good idea of the foods they should eat to stay healthy. However, their understanding is not always as accurate as it should be because scientific conclusions and explanations are not always sufficiently emphasised during lessons. Opportunities to promote scientific understanding are sometimes lost by the links made with other subjects. For example, work on making a milk shake was entirely appropriate as a design and technology task but the opportunity was missed to record observations and draw conclusions, for example about the processes of change or types of food.

25. While all aspects of the subject are taught and knowledge is generally secure, scientific skills are not given enough emphasis throughout the school and pupils have too little opportunity to plan and conduct their own experiments and to mount their own investigations. The exception to this is the older pupils, who regularly get opportunities to investigate phenomena and draw their own conclusions. A good lesson with the ten and eleven year olds resulted in them understanding how bubbles are made of gas surrounded by a liquid. The experiment in which they observed the behaviour of a sultana placed in lemonade was successful in provoking some sensible ideas that eventually enabled them to grasp what forces were at work in making the sultana rise and fall in the lemonade. The teacher encouraged pupils to observe carefully and to try to give an explanation about what was happening. She made sure by the end of the lesson that all pupils understood the scientific explanation for what they had seen.
26. Overall, however there is not enough teaching that emphasises the continuous development of scientific skills and key ideas concerning fair testing and the need to consider variables when conducting experiments. Consequently this is an area in which pupils' knowledge is not as strong as it should be.

### **Provision for ICT to raise standards**

27. Pupils do not make as much progress as they should in ICT and do not reach the standards that are expected by the time they leave the school. There are two weaknesses that are hampering pupils' achievement. Firstly, the school does not have enough computers and so pupils do not have sufficient opportunities to use them. The teachers make good use of the machines that are available and these are used effectively to support work for instance, in mathematics and literacy. However, with only one computer in each classroom the number of occasions when pupils can work for a sustained period is very limited. It also makes teaching specific skills very difficult because the pupils cannot practise or try out things as they are being taught them.
28. Secondly, the curriculum that the pupils are taught has some limitations and does not cover all the requirements of the National Curriculum. In those aspects that are taught consistently, the pupils achieve in line with expectations for their age. For example most pupils use computers to communicate information successfully and use word processing programs to present stories. They also import pictures to illustrate what they have written and most recently have recorded a voice message to add to a Christmas greeting.
29. However, there are aspects of the subject that pupils have not been taught. For instance, pupils have had limited opportunity to explore how computers can be used to control things or monitor events. They have some rudimentary skills in using computers to handle information but they are not entirely sure about how to interrogate the information to find out what they want to know. They have successfully used the Internet to search for information and most pupils send e-mails.

30. Overall, pupils are not taught enough ICT and they do not have sufficient opportunity to use computers in a variety of ways. Work has already begun to address this weakness with an intensive programme of staff training and planning in place for regular use of ICT to link with subjects across the curriculum. There are also plans to purchase more computers and these are urgently needed. With the current level of provision, the work that is planned cannot be covered and ensuring the continuous development of pupils' skills is almost impossible.

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

31. In order to raise standards and further improve the quality of education governors, headteacher and staff should:
- Improve the rate of progress and levels of achievement in science by:
    - ensuring that there is sufficient emphasis on understanding scientific ideas in lessons;
    - increasing the range of opportunities for pupils to carry out practical investigations and to plan and carry out experiments.
  
  - Improve provision and raise standards in ICT by:
    - increasing the number of computers available for pupils to use;
    - ensuring that all aspects of the subject are taught.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	40	30	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	97
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y7
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	30

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

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	14	5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	5	5	5
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	5	5	5
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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	10	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	10
	Girls	6	6	6
	Total	15	14	16
Percentage of pupils at NC level 4 or above	School	94 (91)	88 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	5	6	5
	Total	12	14	14
Percentage of pupils at NC level 4 or above	School	75 (91)	88 (100)	88 (100)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	88
Any other minority ethnic group	4

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

### ***Exclusions in the last school year***

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

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

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

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	4.2
Number of pupils per qualified teacher	23.1
Average class size	24.3

#### **Education support staff: YR – Y7**

Total number of education support staff	3
Total aggregate hours worked per week	67

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	185,465
Total expenditure	201,792
Expenditure per pupil	2,039
Balance brought forward from previous year	18,975
Balance carried forward to next year	2,648

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	97
Number of questionnaires returned	57

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	4	0	0
My child is making good progress in school.	56	39	4	0	2
Behaviour in the school is good.	47	49	4	0	0
My child gets the right amount of work to do at home.	44	44	9	0	4
The teaching is good.	65	33	2	0	0
I am kept well informed about how my child is getting on.	42	46	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	61	30	7	2	0
The school expects my child to work hard and achieve his or her best.	74	23	2	0	2
The school works closely with parents.	32	56	9	0	4
The school is well led and managed.	46	53	0	0	2
The school is helping my child become mature and responsible.	46	51	0	2	2
The school provides an interesting range of activities outside lessons.	18	35	42	2	4