

INSPECTION REPORT

**ST JOHN'S MEAD CHURCH OF ENGLAND
VOLUNTARY CONTROLLED
PRIMARY SCHOOL**

Chipping Sodbury
Bristol

LEA: South Gloucestershire

Unique reference number: 109229

Headteacher: Mr Michael Warr

Reporting inspector: Mrs Patricia Davies
22460

Dates of inspection: 26 – 28 March 2001

Inspection number: 192156

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:	3 to 11 years
Gender of pupils:	Mixed
School address:	Hounds Road Chipping Sodbury South Gloucestershire
Postcode:	BS37 6EE
Telephone number:	01454 886501
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr David McMahon
Date of previous inspection:	February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Numbers on roll have risen in recent years. There are now 312 pupils attending the school, which is higher than is found nationally for this type of school. Children at the Foundation Stage are educated in the nursery and then in two reception classes. At the time of the inspection, there were 60 children attending part time in the nursery and 43 attending full time in the reception classes. The proportion of pupils eligible for free school meals has fallen and, at 7 per cent, is below the national average. The percentage of pupils with special educational needs is also below the national average at 14 per cent. Most of these pupils are at the early stages of need, although most of those at the higher stages have very specific learning requirements. The proportion with a statement of need, at 3 per cent, is above the national average. The school's population is largely stable. Very few pupils are from minority ethnic backgrounds and there are no pupils with English as an additional language, although Traveller families choose the school for their children when they return to the area each year. When children enter the reception classes their attainment is broadly in line with national expectations overall.

HOW GOOD THE SCHOOL IS

St John's Mead is a good school, with a clear focus on effort and achievement creating a firm foundation for its work. Leadership and management are strong. Pupils achieve well overall as they move through the school, particularly in English and mathematics. By the time pupils leave the school at 11 years of age, standards are well above national expectations in English and above them in mathematics. Standards of behaviour and pupils' attitudes to learning are good, as is the quality of teaching as a whole. The school gives good value for money.

WHAT THE SCHOOL DOES WELL

- As a result of good teaching, pupils achieve high standards in English, mathematics and science in the tests for 11 year olds. They reach standards that are well above national expectations in English and above in mathematics by the time they leave the school at Year 6.
- The school is well led and managed, with very strong support from the governing body.
- Relationships are very good because pupils' moral and social development are promoted well. This also contributes to pupils' good behaviour and positive attitudes to work and school life.

WHAT COULD BE IMPROVED

- The quality of the curriculum overall, so that pupils achieve as well in all subjects, and particularly in information and communication technology (ICT), as they do in English and mathematics.

Further development of the curriculum for all other subjects is a current priority and the school has already made improvements. The area 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 and, as a result, parental satisfaction has increased. Most notably, standards have risen in English and mathematics at Key Stage 2. Levels of attendance have also increased, and are now good. The quality of teaching has also improved. Strengths in behaviour and attitudes to learning have been maintained, whilst the quality of relationships has improved and is now very good. Effective leadership and management have been strengthened further by development to the role of co-ordinators, although monitoring has yet to be fully extended to all subject co-ordinators. Assessment has developed well, but as yet lacks a sharp enough focus on tracking the achievement of individual pupils. Training opportunities have made good improvement to teachers' expertise in art and design, design and technology and physical education. Pupils now have more experience of other cultures and traditions, for example through improvements to religious education. However, further improvement is needed to the nursery to make it a more attractive learning environment. The capacity for future improvement is good.

STANDARDS

The table below shows the standards achieved by 11 yearolds based on National Curriculum test results.

Performance in:	Compared with				Key <i>excellent</i> A* <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	A	A	A	
Mathematics	B	A	A*	A	
Science	D	B	A	A	

Over recent years, the school's national test results have risen at a rate higher than the national trend, although this is more marked in the achievement of boys than of girls. In 2000, test standards in mathematics were in the top 5 per cent when compared with those nationally. In English and mathematics, nearly 50 per cent of pupils achieved the higher level 5, although more pupils achieved this level in reading than in writing. More than 50 per cent gained Level 5 in science, and a Level 6

was achieved in mathematics. Not only do these results reflect well in comparison with those of similar schools, but they also indicate that these pupils made high levels of progress since the national tests taken when they were aged seven. The school's targets were exceeded in 2000 and, as a result, future targets are being reviewed. Inspection evidence shows that pupils in the current Year 6 are also achieving standards in English that are well above national expectations. They are above national expectations in mathematics, rather than well above, because fewer pupils in this year group are reaching the higher levels. Pupils are generally making good gains in scientific knowledge, but their enquiry and investigative skills are not so effectively developed or secure. Achievement at Key Stage 1 is satisfactory overall, with pupils reaching standards above national expectations in English, whilst attainment is in line with expectations in mathematics and science. Although pupils are generally achieving satisfactorily overall in all other subjects, including religious education, relative weaknesses within the curriculum are preventing progress from being any greater. For this reason, pupils are not yet meeting national expectations in ICT. Whilst pupils have satisfactory basic operational skills, deeper understanding and application is not yet developed.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like the school and are keen to get involved during lessons. However, work is not consistently well presented.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school.
Personal development and relationships	Very positive relationships. Pupils are well mannered and friendly, and work well together. They readily co-operate with school routines and expectations.
Attendance	Attendance and punctuality are good.

TEACHING AND LEARNING

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

Evidence from lessons and pupils' work shows the overall quality of teaching to be good. In contrast with the findings of the last inspection, all lessons were satisfactory or better during this inspection. Teaching was good or better in 42 per cent of lessons. It was very good in 5 per cent. The strongest teaching was found at the ends of both key stages, particularly at the end of Key Stage 2, where it is making a positive impact on standards. Teaching is strongly supported by detailed lesson planning, which is particularly effective where learning intentions are clear and shared with pupils. Careful questioning during discussion invites pupils' ideas and successfully uses them to increase their confidence and extend their thinking and understanding. Whole group sessions at the end of lessons are also used well to reinforce ideas and concepts and check that pupils have understood their work.

Subject vocabulary is promoted in literacy and numeracy lessons, and good resources valuably support pupils' learning in mathematics. However, assessment systems do not yet give teachers enough information to ensure that activities are consistently well planned to meet the different needs and abilities of all pupils in all lessons, and this is particularly true in science. Neither does marking consistently help pupils to develop subject related skills or reinforce literacy skills in all curriculum areas, for example in history and geography. Additionally, handwriting skills are not always well taught. English and mathematics are well taught overall, though the good quality is not consistent across all classes. Basic ICT skills are satisfactorily taught, but are not yet used enough in other subjects. These relative weaknesses have an effect upon the progress pupils make over time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The National Strategies for Literacy and Numeracy have been successfully established, but other subjects and the Foundation Stage curriculum have not received as much focused attention, and new planning is not yet having a full impact on teaching and learning. Clubs and residential visits successfully enhance pupils' experience.
Provision for pupils with special educational needs	Good. Needs are identified early and all staff are well involved in planning and reviewing targets on individual education plans. Pupils with very specific needs are given close support. However, targets are not used to guide work as successfully in lessons as they are in small withdrawal groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Moral and social provision are good. Spiritual and cultural opportunities are satisfactory.
How well the school cares for its pupils	Satisfactory. The school goes out of its way to care for all its pupils. Systems for academic assessment and data analysis are becoming increasingly refined. Formal procedures for monitoring behaviour are limited and there has been little recent Child Protection training for staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives development a firm steer. The co-ordinator role is being effectively developed by the deputy headteacher. However, whilst the leadership of English and mathematics is good, the management of other subjects has not yet been fully developed.
How well the governors fulfil their responsibilities	Very good. Governors play a full and supportive role in planning the strategic direction of the school, and use their expertise to good effect to challenge the school's work and hold it to account for the standards it achieves.
The school's evaluation of its performance	Good. Strong consultative strategies have been developed, particularly for seeking parents' views. Teaching and learning are monitored well in English and mathematics. The principles of best value are applied well.
The strategic use of resources	Satisfactory overall, although the school's use of its resources for ICT is not fully established.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school; • Teaching is good; • They feel comfortable about approaching the school with suggestions and problems. 	<ul style="list-style-type: none"> • The quality of homework, so it is consistent across classes and linked to work in lessons; • Information about how their children are achieving.

Inspection findings support the positive views of parents. There was evidence to uphold some of the concerns expressed about homework, as pupils felt they did not receive enough feedback on this work. Inspection findings also showed that information in the annual reports does not give parents enough detailed information about the progress and attainment of individual children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

As a result of good teaching, pupils achieve high standards in English, mathematics and science in the tests for 11 year olds. By the time they leave the school at the end of Year 6 they reach standards that are well above national expectations in English and above in mathematics.

1. The quality of teaching has improved since the last inspection, when 10 per cent of lessons were unsatisfactory. During this inspection, teaching was satisfactory or better in all the lessons seen. Teaching was good or better in 42 per cent of lessons, with very good teaching in one mathematics lesson at Years 5 and 6. The strongest teaching was seen at the ends of the key stages, and particularly in English and mathematics. This good quality teaching successfully lifts pupils' achievements in the national tests at seven and eleven years of age, and contributes strongly to their good progress over time at Key Stage 2.
2. The school has usefully employed an extra teacher in the mornings to allow Years 5 and 6 to be taught in smaller year groups for English and mathematics. Additionally, teaching is strongly supported by detailed lesson planning, and this is most effective where learning intentions are clearly identified and shared with pupils. In the strongest lessons, questioning is used to good effect to invite pupils' ideas and contributions. In a literacy lesson at Year 6, for example, probing questions encouraged pupils to think deeply about environmental issues. Their answers were accepted and used to extend their understanding. In this lesson, the teacher ensured that all pupils were involved by targeting those who were less responsive. Pupils became more confident in expressing their opinion, and a brisk pace maintained their interest and enthusiasm. Subject vocabulary in English and mathematics is well developed in lessons to help pupils explain their ideas, and good quality and plentiful resources effectively help teaching and learning in mathematics. For example, during a numeracy session at Year 1, imaginative banana-shaped number fans captured pupils' interest and allowed them to take a full part in mentally calculating addition sums to 10. It also enabled the teacher to check individual accuracy and use mistakes as positive teaching points. Teachers use whole group sessions at the end of lessons to check understanding and reinforce learning. Learning support assistants give valuable support to groups of pupils in lessons.
3. Those pupils with special educational needs are well taught in small withdrawal groups, and they make good progress. Their needs are identified early, and all involved adults take part in planning and reviewing their education plans. The school works closely with the local education authority to ensure that those pupils with very specific needs are given close, and sometimes, very individual support to meet their particular requirements. Those pupils from Traveller backgrounds also have good support in small groups from a specialist support teacher.
4. Over recent years, national test standards for pupils aged eleven have increased at a rate above the national trend. This is most marked in the achievement of boys over the last three years. In the national tests in 2000, pupils in Year 6 attained standards that were in the top five per cent nationally when the three subjects of English, mathematics and science are taken together. This represents

standards well above the national average for similar schools. When these subjects are considered separately, pupils achieved standards well above national averages in English and science, whilst in mathematics the standards were in the top 5 per cent nationally. Nearly 50 per cent of pupils achieved the higher Level 5 in English and mathematics and over 50 per cent in science. The proportion was higher in the reading aspect of English, where 70 per cent gained Level 5. A Level 6 was attained in mathematics. In comparison with those of similar schools, standards for each subject were also well above national averages. The results indicate that these pupils had made a high level of progress since taking the national tests as seven year olds.

5. This success is driven by the school's commitment to raising pupils' achievements in national tests. It is also reflected in the school's simply stated aims, which powerfully endorse effort and achievement. Pupils achieving at the lower end of the expected Level 2 in the national tests for seven year olds are expected, without question, to achieve well at eleven. Older pupils are aware of their attainment against National Curriculum levels, and are clearly motivated to move to the next level. The school has particularly concentrated on increasing pupils' attainment in English and mathematics. The national strategies for Literacy and Numerically have been well introduced and established, and there has been a considerable amount of monitoring of the quality of teaching and learning in these subjects. National test information has been carefully analysed to spot the areas of relative weakness. This analysis has helped the school to identify and address areas in need of development, for example the achievement of boys in English at Key Stage 1. Weaknesses in writing at the higher levels in the tests for 11 year olds have also been highlighted, though the school has not yet been able to identify the underlying cause of girls' relative underachievement at Key Stage 2. As part of the ongoing development of their assessment systems, the school is now looking at how to refine its systems further to track the progress of individual pupils more closely. Targets were exceeded in the national tests, and the school is reviewing future targets in the light of this success.

6. In the last national tests, seven year old pupils also achieved well, reaching standards that were well above national averages in reading and writing and above in mathematics. These results broadly matched national averages in reading and mathematics when compared with similar schools, and were above them for writing.

7. Pupils make good progress overall as they move through the school, including those with special educational needs and those from Traveller backgrounds. Evidence from this inspection confirms the rise in attainment in English and mathematics by the time pupils leave the school at eleven, as standards in English and mathematics have improved at Key Stage 2 in comparison with the findings of the last report. Those pupils in the current Year 6 are achieving standards well above national expectations in English, and above them in mathematics. The school's analysis of assessment information indicates that this year group has fewer higher achievers in mathematics than the previous Year 6. Standards have been maintained in English and mathematics at Key Stage 1 since the previous inspection. They are above national expectations for English and in line with expectations in mathematics.

8. Many pupils are confident and articulate speakers. During discussion, pupils explain their ideas and strategies clearly and listen attentively. For example, in a Year 6 literacy lesson, pupils of all abilities discussed a piece of persuasive text. Many responded directly to comments made by the teacher, and higher attainers confidently considered the relative pros and cons of the argument. In conversation with inspectors, pupils commented on their enjoyment of discussion and debate. Pupils

read text accurately, and more able pupils at Year 6 read complex informative material with fluency. In the same English lesson, most Year 6 pupils readily located information and identified powerful and persuasive vocabulary. The many higher attaining pupils confidently grasped the writer's strategies and techniques. These older pupils benefit from experiencing a broad range of genre, and there is a good coverage of grammar and punctuation. The majority produces extensive amounts of writing, with complex sentence structure and a wide vocabulary. Many also write in a joined style, some with fluency. Pupils use commas and speech marks accurately, and organise their work into paragraphs. The spelling of more able pupils is almost unfailingly accurate.

9. In mathematics, pupils also meet a full range of experiences in all aspects of the subject. By Year 6, most pupils are working within the higher Level 5 in number, shape and space. During a numeracy session, more able pupils were using formulae for calculating the area of rectilinear shapes. Middle attaining pupils knew the sum of the angles of a triangle and were estimating and calculating the area of triangles, whilst lower attainers used squared measurement to find the area of rectangles. Higher and middle attainers use negative numbers and decimals to two places, and recognise number patterns using multiples to 1000.

The school is well led and managed, with very strong support from the governing body.

10. The headteacher gives firm leadership, with a strong commitment to raising achievement in all areas of school life. The success of this approach is shown most clearly in the rising trend in national test standards at Key Stage 2, and is captured in the school's powerfully stated aims. The school has improved well since the previous inspection, and the capacity for future improvement is good. The governing body is also closely focused on improvement and gives the school very good support. Key members use their experience and expertise effectively to introduce and develop initiatives, and hold the school to account for its work and achievements. Strategic planning is particularly strong and is supported by comprehensive consultation. The school's current priorities show a good understanding of its strengths and weaknesses, most particularly in the need to develop all subjects to the same standard as in English and mathematics. To this end, there has already been considerable work on planning, and on resources for ICT. The principles of best value are therefore already firmly established in the school's work and the evaluation of its performance. It is clear from the parents' questionnaire that a larger proportion of parents now have more strongly positive opinions of the school than they did at the time of the last inspection. Parents show their satisfaction with the school through their involvement on the governing body, their successful fund raising on the school's behalf, and their help with school activities.

11. The deputy headteacher was acting headteacher at the time of the last inspection, when leadership and management were also found to be strong. She continues to work hard on the school's behalf and it is through her close monitoring of their work that co-ordinators now have well-defined roles and focused tasks. Her development of the Literacy Strategy throughout the school has set co-ordinators a good example of how to fulfil their role effectively. This has already positively influenced the work of the mathematics co-ordinator, who leads the subject well. The head and deputy head teachers work together closely to plan the strategic direction of the school. The quality of teaching has been improved through observation and feedback, and Performance Management is being harnessed to extend and refine this practice. The quality of the curriculum overall is being tackled through the

development of the work of subject co-ordinators. All co-ordinators have been set targets for improving their subjects and time scales for the completion of tasks. Where co-ordinators occasionally fall behind in meeting their targets, this shortcoming is rapidly addressed and resolved. As a result of these initiatives a solid foundation has been laid from which to improve teaching and learning in all subject areas. A current school priority is to extend the co-ordinators' monitoring role further to match that for English and mathematics. Work with pupils who have special educational needs is well led and managed and, consequently, these pupils are provided for well.

12. The school development plan is of a high quality. It is accessible, clear and has detailed and measurable criteria for success, directly linked to raising standards. The school's aims of valuing effort, others, and oneself firmly underpin all areas of planning. The plan is reviewed annually by all staff and governors following considerable consultation with parents and, more recently, with pupils. Governors with responsibility for literacy and numeracy maintain a consistent monitoring programme, and the governing body has started to extend the same rigour to other subjects. As a first step, and in order to gain necessary information, it has invited subject co-ordinators to speak at curriculum committee meetings. Standards of achievement are also fully discussed and analysed by governors and headteacher together, and the school plans to include more staff in this analysis in order to extend both understanding and accountability.

13. The school is well maintained and cared for by the caretaker and cleaning staff. Administrative systems are good, and are efficiently and effectively managed by administrative staff. Spending and budget allocations are well monitored and directed at priorities. Where funds had been allowed to build up, the governors have taken careful steps to reduce the amount year on year.

Relationships are very good because pupils' moral and social development are promoted well. This also contributes to pupils' good behaviour and positive attitudes to work and school life:

14. The school is successful in meeting its aims of encouraging pupils to value each other and themselves, and pupils' good attitudes and behaviour have been successfully maintained since the previous inspection. The school goes out of its way to ensure that all its pupils benefit equally from the experiences it has to offer, including those pupils with very specific learning needs and those from Traveller backgrounds. Behaviour is well managed in lessons through warm and positive relationships with staff, and praise raises pupils' self-esteem. As a result, relationships have improved since the previous inspection and are of a high quality. Pupils work well together and are spontaneously friendly with visitors. Circle time, personal, social and health education, and assembly themes are used well to promote social and moral development. For example, during the inspection the qualities of friendship were explored in a whole school act of worship and exemplified in the New Testament story of the lame man helped by his friends to be healed by Jesus. A good range of clubs is held throughout the

year. Sports activities, and residential visits for the oldest pupils, give opportunities for pupils to live and work together. Lunch is a well-ordered and pleasant occasion, well supervised by the headteacher and midday supervisors. Social routines are well established in the nursery and reception classes during morning breaks for milk and fruit, and throughout the school pupils readily co-operate with school systems and expectations. Attendance and punctuality are good.

15. As a result of the school's caring and happy community, pupils enjoy coming to school and behave well. In lessons they are keen to take part and are responsive during discussion. They are particularly enthusiastic and hard working when activities and resources capture their interest. For example, during a mathematics lesson in one reception class, children worked diligently with high levels of independence, concentration and effort to set mathematical challenges for their partner to solve. In a religious education lesson for pupils at Years 5 and 6, at the end of a wet day when the pupils had been unable to go outside, their attention was successfully held by looking at the objects placed on the Seder plate for the Jewish celebration of the Passover. Even when lessons are sometimes less engaging, or pupils are not fully involved through discussion and questioning, their behaviour and effort is never less than satisfactory. No pupils have been excluded.

WHAT COULD BE IMPROVED

The quality of the curriculum overall, so that pupils achieve as well in all subjects, and particularly in ICT, as they do in English and mathematics:

16. Whilst the curriculum is broad and balanced as a whole, and pupils achieve well overall, the school is aware that it has focused most of its attention in recent years on the successful introduction of National Strategies for Literacy and Numeracy. The development of other subjects is now a major school priority, and improvements are already taking place as a result of the considerable development to the role of the subject co-ordinator. For example, good improvement has been made to art and design, design and technology and physical education since the last inspection, through staff training aimed at increasing subject expertise. As a result, pupils are now achieving standards that meet national expectations in art and design and design and technology. Not enough evidence was gained during the inspection to allow a judgement about attainment in physical education. Schemes of work are completed, or are developing, for all other subjects, and these have taken good account of recent national guidance. There has also been considerable investment in resources for ICT, including a suite of computers. Environmental areas in the school grounds have been developed further as a result of the science co-ordinator's enthusiasm and hard work.

17. However, these developments are not yet sufficiently established to make enough impact on teaching in other areas of the curriculum, and so raise pupils' achievements further. This is particularly evident in ICT, where pupils are not yet reaching nationally expected standards. Resulting weaknesses were also evident in a number of subjects and areas of the school's work during the inspection. Sometimes, activities are not well planned to meet the differing needs and abilities of individual pupils and challenge them further. This was particularly the case in science. This is because assessment systems need further refinement

in order to focus on the progress of individuals and so give teachers enough information to match work to their needs. Additionally, although targets on individual education plans are well matched to the needs of those pupils with special educational needs, these targets are not consistently used by teachers to plan work for these pupils in all lessons.

18. Despite the high standards achieved by 11 year old pupils in science in the national tests in 2000, when results were well above national averages, inspection evidence indicates that though pupils in the current Year 6 are achieving well in relation to gains in their scientific knowledge, they are not making as much achievement in developing skills of scientific investigation and enquiry. One reason for this is because investigative skills are currently not given enough attention throughout the school. Pupils generally meet a broad science curriculum to enhance their knowledge and understanding. Older pupils recognise a fair test and make some predictions, but they are not confident with investigational approaches. For example, whilst most pupils in a science lesson at Years 5 and 6 generally understood the concept of a fair test during their work on light, others did not take specific action to make the test fair or understand fully the role of a variable. Scientific experiments and activities are sometimes too tightly directed by the teacher and do not give pupils enough opportunity to raise questions for themselves or evaluate their results. Additionally, pupils are often given more or less identical tasks to complete in science, and this inhibits the level of challenge.

19. Research skills are also limited in history and geography, where current coverage is often superficial. Additionally, new planning has not had enough effect on guiding the marking of these subjects, and opportunities are missed to highlight the development of historical and geographical skills. These factors are also reflected in ICT. Although pupils have satisfactorily grasped basic operational skills, such as mouse control, loading, saving, and key board skills, deeper understanding and application are not yet being developed. For example, pupils at Year 6 could input data on to the computer during a lesson on data logging, but did not have the knowledge and understanding to interpret the information in its computerised form. Neither are these basic skills being used and developed enough within other subjects. However, the scheme of work is completed and the school is now poised to substantially develop the subject further. Pupils already have positive attitudes to the subject through weekly use of the computer suite, an after-school club, and their introduction to an increased range of software.

20. Neither have all aspects of the effective English curriculum been fully developed. For example, the broad range of experiences at Key Stage 2 is not as well matched at Key Stage 1. Here, opportunities are satisfactory but more limited because staff have been focusing on skills needed in the national tests in order to raise test results. Consequently, although standards exceed national expectations, Year 2 pupils are not, in relative terms, achieving as well as pupils at Year 6. Standards of handwriting and presentation are also given less attention. Consequently, work is often untidy in pupils' books. Whilst more able pupils at Year 6 have confident joined handwriting, middle and lower attainers have not established such confidence. Higher and middle attainers at Year 2 form their letters correctly but there is limited evidence of joined handwriting. Lower attaining pupils do not always form letters correctly, and in some lessons during the inspection, the poor pencil grip of younger pupils

was not corrected. In some classes, teachers' expectations are too low and untidy work and poor letter formation is too readily accepted when work is marked. Scrutiny of pupils' work also indicated that literacy skills are not consistently well promoted in other subjects through marking. For example, there were instances of marking which failed to ensure the correct spelling of key words, such as the names of historical figures.

21. The Foundation Stage curriculum is generally appropriate for children at this early stage of learning. Activities are planned to meet the nationally recommended learning goals, although this planning is more explicit in the two reception classes than it is in the nursery. However, the school has yet to review fully the curriculum and teaching across all three classes, to ensure a common approach to meeting the needs of these children. Neither has the school resolved how the Foundation curriculum can be naturally and progressively developed to meet the demands of National Curriculum requirements at Year 1. Whilst the school has gone some way to improving the learning environment in the nursery, and more improvements are planned, not enough has been done to make it a stimulating and attractive learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. Improve the quality of the curriculum, so that pupils achieve well in all subjects, and particularly in ICT, by:

- completing and fully implementing the schemes of work for all subjects, so that all subjects are studied in enough depth;
- continuing to improve, as planned, the leadership and management role of all subject co-ordinators;
- planning more opportunities throughout the school for pupils to develop investigative and enquiry skills in science, history and geography;
- improving planning for the Foundation Stage curriculum so that there is a common approach across the nursery and reception classes to develop the early goals of learning, and dovetailing this into the requirements of the National Curriculum for pupils in Year 1;
- giving pupils at Key Stage 1 a broader range of experiences in English;
- giving more emphasis to the development of handwriting and presentation skills;
- developing the use of information and technology skills in other subjects;
- using targets on individual education plans for those pupils with special educational needs, to help plan work for these pupils in all lessons;
- refining assessment systems further, to give teachers more information for planning challenging activities to meet pupils' individual needs and abilities, particularly in science;
- ensuring that marking focuses on developing subject skills in all curriculum areas, shows pupils how they can improve, and supports the development of literacy skills, such as spelling.

23. Other weaknesses, which the governors should consider for inclusion in the school's action plan for improvement, are:

- further improve the learning environment in the nursery;
- improve procedures for monitoring behaviour;
- undertake further staff training for Child Protection;
- improve the quality of the annual reports for parents about their children's attainment and progress, so that they contain more detailed information about individual achievement.

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	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	5	37	53			

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)	30	282
Number of full-time pupils eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	3	6
Number of pupils on the school's special educational needs register	9	44

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	11
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.3
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	18	24	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	15	16	17
	Girls	20	22	22
	Total	35	38	39
Percentage of pupils at NC Level 2 or above	School	83 (85)	90 (88)	93 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	15	16
	Girls	21	21	22
	Total	37	36	38
Percentage of pupils at NC Level 2 or above	School	88 (85)	86 (85)	90 (85)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2000	20	17	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	19	18	19
	Girls	14	13	14
	Total	33	31	33
Percentage of pupils at NC Level 4 or above	School	89 (71)	84 (74)	89 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	17	18
	Girls	14	13	14
	Total	30	30	32
Percentage of pupils at NC Level 4 or above	School	81 (69)	81 (74)	86 (79)
	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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	227
Any other minority ethnic group	11

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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	29.7
Average class size	28.2

Education support staff:

YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	244

Qualified teachers and support staff:

nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	4
Total aggregate hours worked per week	81.25

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	643317.00
Total expenditure	659894.00
Expenditure per pupil	2018.00
Balance brought forward from previous year	39712.00
Balance carried forward to next year	23135.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	5	0	0
My child is making good progress in school.	52	43	4	0	2
Behaviour in the school is good.	38	59	3	0	0
My child gets the right amount of work to do at home.	33	42	20	2	3
The teaching is good.	56	40	2	0	2
I am kept well informed about how my child is getting on.	35	44	20	1	0
I would feel comfortable about approaching the school with questions or a problem.	57	36	5	2	1
The school expects my child to work hard and achieve his or her best.	46	47	4	0	3
The school works closely with parents.	35	52	10	2	1
The school is well led and managed.	44	45	5	3	3
The school is helping my child become mature and responsible.	46	49	3	0	2
The school provides an interesting range of activities outside lessons.	35	39	12	2	12

Other issues raised by parents

A very small minority of parents expressed some concerns about the quality of support for pupils with special educational needs, particularly pupils with very specific needs. Inspection evidence shows that these needs are generally well met and that the school appropriately seeks and follows guidance from the local education authority.