

# INSPECTION REPORT

## **SWING GATE FIRST SCHOOL AND NURSERY**

Berkhamsted

LEA area: Hertfordshire

Unique reference number: 117260

Headteacher: Mrs E Williams

Reporting inspector: Mr Paul Missin  
19227

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> January 2000

Inspection number: 192738

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	First and Nursery school
School category:	Community
Age range of pupils:	3 – 9 years
Gender of pupils:	Mixed
School address:	Swing Gate Lane Berkhamsted Hertfordshire
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Appropriate authority:	Governing body Swing Gate First and Nursery School
Name of Chair of Governors:	Mrs S Webster
Date of previous inspection:	February 1997

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

### **INFORMATION ABOUT THE SCHOOL**

Swing Gate School is a First and Nursery School for boys and girls aged three to nine years. There are currently 161 pupils on roll, 62 boys (23 part-time in the Nursery) and 79 girls (16 part-time in the Nursery). There are 44 children in the Nursery, 5 are full-time and 39 part-time. Four pupils are from ethnic minority backgrounds, and for three pupils, English is an additional language. Seventeen pupils are known to be eligible for free school meals, (11 per cent), which is below average. Thirty-five pupils are on the school's special educational needs register, (22 per cent), which is broadly average. When children enter the school, most are attaining standards that exceed those expected for their age. Since the last inspection, a new headteacher and deputy headteacher have been appointed. The number of pupils in the school and the proportion of pupils receiving free school meals and having special educational needs have remained broadly at the same level. Most recent socio-economic indicators show that the catchment area of the school is generally more favourable than the national average.

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

The school provides an attractive, caring environment for its pupils. Pupils' behaviour and attitudes to school are very good, and high standards are achieved in English and mathematics. These features, together with good teaching and leadership show that the school is very effective in fulfilling its aims. The school provides good value for money.

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

- At the end of Key Stage 1, and by the end of Year 4, pupils achieve standards in English and mathematics that are above national expectations.
- Pupils' personal development, behaviour and attitudes to school are very good.
- The quality of teaching across the school is good.
- The governors make a very good contribution to the life of the school.
- Provision in the Nursery and for children aged under five is very good.
- The headteacher's leadership of the school is good.

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

- The attainment of pupils in science at the end of Key Stage 1.
- Attainment in information technology which is below that expected for pupils' age.
- Assessment across the school which is not sufficiently consistent or co-ordinated.

*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, despite uncertainties caused by the appointment of a new headteacher and deputy headteacher, the school has made very good improvement and it has a similar capacity to continue to improve. The response to the key issues which were identified at the last inspection has been good. Curricular planning at all levels is now more effective and coherent, and the reading records and the recording of attainment and progress in English and mathematics are good. There is more systematic monitoring of the planned curriculum and curricular policies by senior staff, and particularly by the governing body, and there are clearer costings and success criteria in the school development plan. The school has written a comprehensive equal opportunities policy and the act of collective worship now meets statutory requirements. The high standards in English and mathematics identified at the last inspection have been maintained, and the overall quality of teaching has been substantially improved. Teaching of children aged under five was judged to be good at the last inspection, now it is very good.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	C	C	A	A	well above average A above average B Average C below average D well below average E
Writing	C	B	A	A	
Mathematics	E	B	B	B	

The table above shows that in 1999, attainment in reading and writing was well above the national average for all schools and for similar schools. Attainment in mathematics was above that expected in all schools and in similar schools. The findings of the inspection confirm these high levels of attainment. By the end of Key Stage 1, pupils are on course to achieve standards that are well above the national average in English, above average in mathematics and, in line with the average in science. There is under achievement in science at the end of Key Stage 1. By the age of nine, pupils' standards in English are well above those expected for their age, and in mathematics and science, they are above. Across the school, standards in information technology are below those expected for pupils' age. By the time they are five, children achieve standards in literacy and mathematics that are above those expected for their age. The high standards in English and mathematics noted at the previous inspection have been maintained.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very positive. They are polite and industrious; they show commendable enthusiasm and are keen and interested in all aspects of their learning.
Behaviour, in and out of classrooms	Behaviour is very good, both in the classroom and around the school. The school's code of behaviour is clearly understood and is adhered to well.
Personal development and relationships	Relationships are very good, and are a strength of the school. Adults are very good role models for the pupils. Pupils show appropriate respect for adults and each other and they appreciate their quality of life, and understand that it is not the same for everyone. Pupils' personal development is promoted well by off-site visits, visitors and opportunity to take responsibility in the school.
Attendance	Attendance is satisfactory. Both authorised and unauthorised attendance is broadly in line with national averages.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-9 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.*

Overall, the quality of teaching in the school is good. During the inspection, 29 lessons were observed. Of these, one was excellent, six were very good, 17 were good and five were satisfactory. The teaching of children aged under five is very good, and at Key Stage 1 and Key Stage 2, it is good. The teaching of literacy and numeracy across the school and the teaching of pupils with special educational needs is good. Teachers' planning is detailed and thorough and teachers provide activities which are challenging and develop pupils' learning well. Throughout the school, very good relationships, teachers' high expectations and good knowledge of the subjects that they teach all contribute positively to the high standards that pupils attain.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant to the needs of all pupils. The curriculum, including provision for religious education, fully meets national and local requirements. The curriculum provided for children in the Nursery and aged under five is very good. The wide range of extracurricular activities and clubs enable pupils to experience creative and practical activities which enhance curricular opportunities well.
Provision for pupils with special educational needs	Pupils with special educational needs attain good standards according to their own capabilities and make good progress towards their own learning targets. This is achieved by the early identification of pupils' needs, carefully targeted work, and with good management by class teachers and good support from classroom assistants.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good. They are quickly enabled to have access to the full curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good. Pupils are taught about a wide range of faiths and cultures, through art and music and in 'circle' time and assemblies. Pupils' personal development is fostered well. As they get older, pupils are given increasing responsibilities, such as taking part in a residential visit in Year 4 and the opportunity to serve on the school council.
How well the school cares for its pupils	The school cares for the pupils very well. All staff know the pupils well, and effective policies and procedures are in place to ensure that pupils' welfare is very well supported. After school activities are popular, are very well attended and enhance pupils' opportunities. The good liaison with parents ensures that issues are dealt with quickly and sensitively. There are shortcomings in the school's assessment procedures.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership of the school is good and the staff and the curriculum are managed well. This encourages good quality teaching and effective learning in the school. The school's ethos is very strong and its aims, particularly those related to parents and the local community, are well promoted.
How well the governors fulfil their responsibilities	The governing body makes a very good contribution to the life of the school. Governors meet regularly and use their individual experience and expertise well to support the school. They are developing a very good view of the working of the school through their work in classrooms and through their well organised roles as visiting governors.
The school's evaluation of its performance	The headteacher and the governing body maintain a good overview of the effectiveness of the school. The headteacher analyses carefully available statistical data and the governing body regularly monitors the achievements of the school.
The strategic use of resources	The school uses its resources well. Teachers use learning resources effectively, curriculum co-ordinators monitor the spending in their own subject areas and money provided for pupils with special educational needs is used well. The school applies the principle of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>▪ The standards achieved by the school.</li> <li>▪ How pupils are accepted and the caring attitude of the staff.</li> <li>▪ Spiritual, moral, social and cultural development of pupils is good, especially through music and art.</li> <li>▪ Good information is provided for parents.</li> <li>▪ Parents are confident that issues are dealt with appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provision for sport</li> <li>▪ The way homework is structured.</li> <li>▪ The number of pupils in some classes is too large.</li> <li>▪ The amount of playground space in the school.</li> </ul>

The findings of the inspection confirm the positive views expressed by the majority of the parents. The National Curriculum requirements for physical education are met, including provision for swimming. Opportunity for sport is enhanced by after school activities. The number of pupils in each class did not adversely affect the quality of pupils' learning, and homework is used effectively to support work done at school. Good use is made of the available space around the school, and playtime arrangements are satisfactory.



## **PART B: COMMENTARY**

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

#### **Attainment in English and mathematics is above national averages**

1. The 1999 national test results at the end of Key Stage 1 show that standards in reading and writing were well above those expected in all schools and in similar schools. Standards in mathematics were above those expected in all and in similar schools. Pupils' very high standards in English and high standards in mathematics are continued until they leave the school at the end of Year 4. The judgements of the inspection confirm these high levels of attainment.

2. Across the school, pupils have very good speaking and listening skills. From the moment they enter the Nursery, they are given many varied opportunities to develop their speaking and listening skills, such as in role-play in the 'Doctor's Surgery', or during creative work, such as describing the effects created by dipping a golf ball in white paint and then rolling it on blue paper. Throughout the school, pupils speak confidently and use an increasingly varied vocabulary.

3. All pupils quickly develop a love of stories by listening to good quality literature read expressively by their teachers. By the age of seven, pupils confidently use different strategies to read unknown words and read a range of challenging stories fluently and with good expression. They enjoy reading myths, poems, traditional stories and non-fiction books. Older pupils read to further their knowledge of other areas of the curriculum, such as about the Romans for their history work, as well as reading for pleasure.

4. Writing skills are taught very well. Children in the Nursery and Reception classes are taught to form each letter correctly and to use neat, joined, legible writing, as soon as they are capable of it. This helps all pupils to attain very high standards in spelling and presentation of work across the curriculum. By the time pupils leave the school, they write imaginative book reviews, create poems, and give clear instructions. Pupils redraft their work, in order to make further improvements. They sustain and develop their ideas well, using correct spelling and an appropriate range of punctuation. Older pupils organise extended pieces of writing effectively, using well demarcated paragraphs.

5. The National Numeracy Strategy is being introduced well, and the recommended format is being followed consistently. The whole-class oral sessions at the beginning of lessons is having a positive effect on the development of pupils' mental strategies. The summing up at the end of a lesson gives good opportunity to discuss what has been learnt and reinforces important concepts. At Key Stage 1, pupils are becoming confident and competent in their knowledge and use of numbers up to 20 and money values up to £1-00. Higher attaining pupils are already dealing with numbers over 100, a range of different fractions and money values up to £10-00. Younger pupils use a variety of non-standard units to measure items in the classroom, whilst older pupils measure accurately using standard units, such as centimetres and make sensible estimates of the likely results. Pupils know the names and properties of common two-dimensional shapes. By the end of Year 4, pupils know the value of digits in numbers up to 1,000 and they have a good appreciation of numbers as they round numbers to the nearest 1,000, 100 or 10. They understand fractions as proportions of whole numbers, and are familiar with common equivalent fractions. Pupils have good opportunity to use data they have collected, for example, to draw graphs to show the number of library books that have been borrowed or to show the most popular sandwich fillings. They know the names and properties of some different triangular shapes.

6. Since the last inspection, the high standards in English reported at the end of Key Stage 1 have been exceeded. At the last inspection, attainment was judged to be above national expectations, now it is well above. In mathematics, the high standards have been maintained.

### **Pupils' personal development, behaviour and attitudes to school are very good**

7. Pupils' personal development is very good. There are very good opportunities for pupils to take responsibility in the school community. Each class has a representative on the school council, and there is an effective pairing of Year 4 pupils with those in the Nursery. Pupils' personal development is fostered positively by the many and varied activities provided by the school. All classes take part in interesting off-site visits, visitors regularly attend the school and Year 4 pupils take part in a residential trip. Across the school, pupils behave very well. The school has an effective code of behaviour, but good discipline is maintained without over reliance on the policy. Teachers and support staff promote positive attitudes by the caring and sensitive way in which they deal with pupils. All the adults within the school are good role models for the pupils, and the very good relationships are strengthened by the consistent way in which pupils across the school are treated. Pupils behave very well in class, during lunchtimes and as they move around the school. In lessons, they are enthusiastic and interested in all aspects of learning, and contribute sensibly to class discussions. They share their ideas willingly, and show respect for the contributions of others. Pupils' positive attitudes to school were also a feature of the previous report.

### **The quality of teaching across the school is good**

8. Teaching in the Nursery and to children aged under five is very good. Planning is detailed and thorough and is clearly related to the learning outcomes recommended for children of this age. Activities are well organised and resources and equipment used very effectively. Teachers and classroom assistants work very well together and provide the children with a good balance between structured and free choice activities. Every opportunity is taken to challenge and reinforce children's learning. For example, children were asked to count the number of morning milk cartons provided for the class and to say how many spare ones there would be on that day.

9. At Key Stage 1, teaching is good. Teachers' lesson plans are clear. Plans identify the learning intended for pupils during the lessons and the activities which will be followed. Teachers explain the tasks well, and in some lessons they set realistic but challenging time limits for each activity. Literacy and numeracy skills are taught well. A literacy lesson to older pupils, where the class was discussing 'character' related to the story of the 'Three Billy Goats Gruff' illustrated several features of good teaching. The teacher challenged pupils' understanding well with clever, open-ended questions, pupils shared confidently in the reading of the text using good expression, and one pupil recognised that 'tricks the Troll' was an example of alliteration. The very good relationships which teachers establish with pupils in the class, their high expectations of pupils' behaviour and their good subject knowledge, all contribute positively to the high standards which pupils achieve.

10. At Key Stage 2, teaching is also good. Planning is detailed and teachers set the context of lessons well by reminding pupils of their previous work. Activities are interesting and challenging. For example, Year 4 pupils discuss the descriptive words used in poetry and then write their own poems using varied and expressive vocabulary. Good links are made between different curriculum subjects. For example, in an art lesson to younger pupils, a very good range of activities was provided, such as making mosaic tiles from clay, creating colourful 'sponge' painted backgrounds to pictures and painting detailed mosaic patterns, to reinforce and develop understanding of their Roman topic. Specific vocabulary is introduced well in science and literacy, and in some classes the specific learning intended for each activity is clearly displayed on the class board. This provides a very good focus for pupils' learning.

11. Since the last inspection, there has been a significant improvement in the quality of teaching across the school. The teaching of children aged under five was good and now it is very good. The previous inspection judged that teaching at Key Stage 1 and 2 was sound, now it is good at both key stages.

### **The governors make a very good contribution to the life of the school**

12. The school is very well supported by governors who are interested, committed and involved in the life and work of the school. This was also the judgement of the previous inspection. The governing body maintains a good view of the working of the school through its half-termly full meetings and through the work of the well-established working parties. Governors have appropriate involvement in the formulation of the school development plan and the annual budget, and effective steps are taken to ensure that the implementation of both is carefully monitored. School development issues are discussed routinely at the main meetings of the governing body, and spending patterns are carefully analysed by the finance working party.

13. An important strength of the working of the governing body is the way in which governors support and monitor teaching and learning in the school. Individual governors have assumed responsibility for aspects of the school, such as literacy and special educational needs, and they maintain a useful oversight of individual subjects. Governors visit the school regularly. There are regular meetings between the headteacher and the Chair of Governors, and many of the governors also work within the school as adult helpers in the classroom. The governors have developed a helpful criteria checklist for visiting governors who make formal reports to the full governing body of their visits to the school. This ensures that individual subjects and aspects of the school are regularly monitored and it helps to increase governors' knowledge and understanding of curricular issues. These procedures have a positive effect on the high standards that the school achieves and have supported well the improvements made. The close involvement of the governing body, and the good relationship developed with the headteacher and teaching staff ensure that the ethos of the school, and the shared vision for the future are effectively developed.

### **The provision in the Nursery and for children aged under five is very good**

14. Overall, the provision for children aged under five is very good, with some excellent features in the Nursery. At the last inspection, provision was judged to be good. The co-ordinator for the Early Years is the Nursery teacher, who has an excellent knowledge and understanding of the needs of very young children. Relationships between all adults in the Nursery and the Reception classes are very good and they form a very effective teaching team. Planning is carefully matched to the recommended areas of learning for these children. Teachers provide a very good balance between structured and free play activities, which encourages and extends the children's language and literacy and mathematical development. It also helps them to build good relationships with other children and to extend their independent learning. Teachers make good use of information from the Local Education Authority's assessment on entry to the school to plan a very good curriculum which meets the needs of all the children very well. Resources are very good and there is an appropriate out-door play area.

15. The children in the Nursery and those aged under five have very good attitudes to learning. They are very well behaved and quickly build very good relationships with other children and all adults within the Early Years classes. They feel safe and secure in school, which enables them to be confident learners. They know that print conveys meaning and have also made a very good start with their early mathematical development. By the age of five, most children attain standards in all areas of learning that exceed those expected of their age, and many make a successful start to work within the National Curriculum.

## **The headteacher's leadership of the school is good**

16. The headteacher provides effective, caring leadership of the school. Since becoming headteacher in April 1998, she has developed a management style that has important strengths. The headteacher knows the staff, pupils and their families well and she has introduced a range of management strategies to good effect. The responsibility given to the curriculum co-ordinators has been increased. Teachers now undertake a thorough audit of their subject, identify developmental priorities and manage their own budgets. They have recently become involved in the processes of sampling pupils' work across the school and supporting colleagues in the classroom. This has had a positive effect on improving teachers' interest, involvement and professionalism.

17. There are good systems to ensure that staff are informed about, and involved in, the management of the school. There is a weekly staff meeting to discuss curricular and management issues and another to confirm forthcoming dates and events. The headteacher and deputy headteacher meet appropriately to discuss emerging school issues. The headteacher supports teachers and curricular development well. She receives termly reports from the curriculum co-ordinators, undertakes her own sample of pupils' work and has formally monitored the introduction of the literacy and numeracy strategies.

18. The effective leadership of the school has enabled the school to make very good improvement since the last inspection. The response to the key issues which were identified at the last inspection has been good. Curricular planning at all levels is now more effective and coherent, and the reading records and the recording of attainment and progress in English, and mathematics are good. There is more systematic monitoring of the planned curriculum and curricular policies by senior staff, and particularly by the governing body, and there are clearer costings and success criteria in the school development plan. The school has written a comprehensive equal opportunities policy and the act of collective worship now meets statutory requirements. The high standards in English and mathematics identified at the last inspection have been maintained, and the quality of teaching in English and mathematics has been substantially improved. Teaching of children aged under five was judged to be good at the last inspection, now it is very good.

## **WHAT COULD BE IMPROVED**

### **The attainment of pupils in science at the end of Key Stage 1 is too low**

19. The results of the 1999 teacher assessments in science indicated that the proportion of pupils achieving Level 2 and above was below the national average, but the proportion achieving Level 3 was in line with that expected nationally. These results were significantly below those achieved in the tests for English and mathematics. The judgement of the current inspection broadly confirms these results. At the end of Key Stage 1, standards are in line with national averages, but by the end of Year 4, pupils achieve standards above those expected for their age. The school's own analysis of the current position confirms some shortcomings in the subject, particularly at Key Stage 1. At this key stage, insufficient emphasis is placed on experimental work and opportunities to develop investigative skills are not always taken. Although links to National Curriculum requirements are shown in termly plans, these are not always brought through sufficiently clearly in teachers' individual lesson plans. The effect of this is that teachers are insufficiently aware of the level of each lesson, and how to extend the standards achieved by higher attaining pupils. Opportunities to develop pupils' recording skills, particularly for higher attaining pupils, are not taken sufficiently. Assessment procedures in the subject are not consistently applied across the school.

### **Attainment in information technology is below that expected for pupils' age**

20. At the end of Key Stage 1, and by the end of Year 4, pupils' attainment in information technology is below that expected for their age. Since the appointment of a new co-ordinator in January 1999, significant improvements have been made in the resourcing of the subject, with the introduction of six new CD-ROM computers and printers. All staff have received preliminary awareness raising and the co-ordinator has produced a detailed and thorough development plan which is being implemented. However, shortcomings in current provision are that the policy and guidelines statement does not support teachers sufficiently in their work, and although planning and monitoring are sound, because they have been introduced relatively recently, much of the work planned and taught, remains at a level below that expected for pupils' age. The nationally recommended scheme of work is only partially introduced, and so the school cannot be sure that the necessary concepts, skills and knowledge are being taught progressively to each age and ability group. Some staff are insufficiently confident with the new approaches, particularly those concerned with the wider use of computer systems, and assessment and recording procedures are insufficiently developed.

### **Assessment across the school is not sufficiently consistent or co-ordinated**

21. Assessment is not used to identify precisely what needs to be taught to ensure that all pupils attain the very highest standards of which they are capable. Although the school has made a good start with assessment, especially in English and mathematics, assessment is very much in the early stages of development. In English, good quality reading records are maintained and all work is marked, often with helpful comments on how pupils can improve their work. During the autumn term, targets for English and mathematics are set for each pupil to achieve and these are reviewed during the spring term and revised as appropriate. In English and mathematics, teachers use the National Curriculum levels well to assess and record each pupil's current stage of learning. However, there is not a consistent, whole-school approach to assessment, and the assessment policy requires revision. Assessment procedures in science, information technology, religious education, and other foundation subjects are not consistently applied. Although teachers have started to make assessments and to set targets in these areas, there is little evidence of how the planned curriculum will help pupils to achieve them. Occasionally some pupils surpass their targets and, as there is insufficient interim assessment, new targets are not set sufficiently early for these pupils to attain even higher standards. Whole-school assessment procedures lack cohesion and continuity.

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

The school should now:

#### **(1) Improve attainment in science at Key Stage 1 by ensuring that:** (Paragraph 17)

- i) further opportunities for investigation and exploration are encouraged;
- ii) procedures for recording and reporting work done are further widened and improved;
- iii) teachers' lesson plans show more clearly the level of work expected for pupils of all abilities.

**(2) Further develop provision for information technology across the school by:**  
(Paragraph 18)

- i) fully implementing an agreed scheme of work;
- ii) improving the policy and guidelines statement to support teachers;
- iii) providing further staff training as required;
- iv) improving procedures for assessing pupils' attainment and recording the progress they make in the development of concepts and skills.

**(3) Develop and implement a coherent, whole school procedure for assessing pupils' attainment and use the information gained to inform future planning.**  
(Paragraph 19)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	21	59	17	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	39	161
Number of full-time pupils eligible for free school meals	0	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	4	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence	%
School data	5.4
National comparative data	5.4

Unauthorised absence	%
School data	0.5
National comparative data	0.5

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

## Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	21	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	11	11
	Girls	18	18	18
	Total	31	29	29
Percentage of pupils at NC level 2 or above	School	89 (86)	83 (83)	83 (83)
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	11	11
	Girls	18	18	18
	Total	30	29	29
Percentage of pupils at NC level 2 or above	School	86 (86)	83 (83)	83 (83)
	National	82 [81]	86 [85]	87[86]

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	3
White	137
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	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 – Y4

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	22.7
Average class size	21.3

### Education support staff: YR– Y4

Total number of education support staff	3
Total aggregate hours worked per week	64

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	3
Total aggregate hours worked per week	65

Number of pupils per FTE adult	6.3
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*FTE means full-time equivalent.*

## Financial information

Financial year	1998-99
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	£
Total income	373,270
Total expenditure	372,295
Expenditure per pupil	2035
Balance brought forward from previous year	15,331
Balance carried forward to next year	16,306

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	161
Number of questionnaires returned	82

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	23	7	1	0
My child is making good progress in school.	59	35	6	0	0
Behaviour in the school is good.	44	52	0	0	2
My child gets the right amount of work to do at home.	39	39	11	2	2
The teaching is good.	60	35	4	1	0
I am kept well informed about how my child is getting on.	56	37	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	74	17	6	2	0
The school expects my child to work hard and achieve his or her best.	61	34	1	0	4
The school works closely with parents.	51	37	6	1	6
The school is well led and managed.	55	37	2	2	4
The school is helping my child become mature and responsible.	52	44	0	1	2
The school provides an interesting range of activities outside lessons.	41	40	5	1	10

### Other issues raised by parents

1. Parents were concerned about the lack of space around the school.
2. They thought that class sizes were fairly large.
3. There was a good range of after school clubs, which parents pay extra for.
4. There was good opportunity for all parents to become involved in the life of the school.