

# INSPECTION REPORT

## **ROBINSWOOD PRIMARY SCHOOL**

Matson, Gloucester

LEA area: Gloucestershire

Unique reference number: 115730

Headteacher: Martin Latham

Reporting inspector: Barbara Crane  
21227

Dates of inspection: 3<sup>rd</sup> – 4<sup>th</sup> December 2001

Inspection number: 193320

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Underhill Road Matson Gloucester Gloucestershire
Postcode:	GL4 6HE
Telephone number:	01452 530430
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Richard Barnard
Date of previous inspection:	14 <sup>th</sup> April 1997

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

### **INFORMATION ABOUT THE SCHOOL**

The school is bigger than most primary schools and is part of the Gloucester Education Achievement Zone (EAZ), which is one of the 72 zones set up as a national initiative. It serves an area in which there is considerable social deprivation. There are 413 full-time pupils, 212 boys and 201 girls. In addition, 52 children attend the Nursery part-time. When they start at the school, the children's attainment is well below average. Children enter the Reception classes in the September of the year in which they are five. Most of the pupils come from white ethnic backgrounds and about 10 per cent of the pupils come from other ethnic groups. Four pupils are learning English as an additional language but none of these is at an early stage of language acquisition. Twenty-three per cent of the pupils are entitled to free school meals, which is broadly average. An above average proportion of pupils (26 per cent) has special educational needs and three per cent of the pupils have Statements of Special Educational Need, which is also above average. The range of special needs is broad and includes pupils with specific learning difficulties, physical impairment and emotional and behavioural difficulties.

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

This school provides a very good quality education for its pupils. Given their well below average attainment on entry, they do well to reach average standards in English and science, and above average standards in mathematics, by the time they leave the school. There is a very good climate for learning. The teaching is good and pupils of all abilities and backgrounds are well catered for. The headteacher provides a very good direction for the school and is well supported by senior managers and the governing body. The school provides very good value for money and is in a strong position to improve further because of the effectiveness with which it reviews its provision and acts to bring about improvement.

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

- The oldest pupils' work in mathematics reaches a good standard because of the very good teaching.
- The pupils achieve well to reach average standards in most aspects of their work. The school includes all of the pupils and enables different groups to achieve equally well because it plans very well to meet their needs. The teachers and support staff work very effectively together.
- The children get off to a good start in the Nursery and Reception classes and parents are encouraged to be involved in their children's learning.
- The pupils enjoy school and make the most of what it offers them. They gain in confidence, sensitivity and maturity because the school provides very well for their personal development and enriches the curriculum with an excellent range of out-of-school activities.
- The very good leadership and management result in a strong sense of purpose and there is a climate in which all of the staff look closely at what they are providing for the pupils and how this can be improved.

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

- The pupils should be doing better in writing.
- The pupils do not have sufficient opportunities to use computers to support their learning in lessons.

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

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

The school has made good improvement since the school was last inspected in 1997. Standards in English and mathematics are better than they were and the teaching has improved. The school has made good use of additional resources from the EAZ initiative to raise standards and improve the pupils' attendance. The school has undertaken a thorough review of the curriculum and all aspects of the National Curriculum are taught effectively. Procedures for assessing what pupils can do and tracking their progress have improved, although there is still work to do in writing. Standards in information and communication technology (ICT) have improved because of better resources and effective training to extend teachers' expertise. The school's ability to look at what works well in teaching and what needs to improve has greatly improved and underpins its very good capacity to improve even further.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	C	B
Mathematics	A	A	B	A
Science	D	A	C	B

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

The Year 6 pupils in 2001 reached standards in English and science that were average compared to the results in most schools and better than those in schools with similar characteristics. In mathematics, the pupils' performance was above that in most schools and well above those in similar schools. The school's trend in improvement over recent years has been above the national trend. The pupils' performance at the end of Year 2 also shows an improving trend and was average when compared to similar schools in reading and writing in the 2001 tests, although below the national average. The pupils' results in mathematics were average compared to the national picture and well above those in similar schools. The school meets the suitably challenging targets it sets for the oldest pupils.

The pupils start from a low point and they achieve well to reach average standards in most aspects of their work by the time they leave the school. Pupils of all abilities, including those with special needs and those who are learning English as an additional language, make good progress. The gap between the attainment of boys and girls is closing rapidly, with the boys' achieving better results year on year. On the basis of the work seen now, the Nursery and Reception children are achieving well; however, few will reach the goals for their age in communication, language and literacy and the mathematical area of learning by the end of the Reception year. By the end of the infants, standards in reading and writing are below average but the pupils reach average standards in mathematics. By the end of the juniors, standards in reading are average. The pupils read accurately and often with good expression. They gather information competently from books and enjoy reading stories and poems. Standards in writing are below average. Few pupils write extended pieces that develop an idea and the spelling of common words is a weakness among the older pupils. Standards in mathematics are above average. The pupils are quick and accurate when they calculate mentally. They use their understanding of numbers very well to find different ways of arriving at an answer and explain how they do so. The school's improved provision for teaching the basic skills in ICT have led to average standards by the end of Year 2 and up to Year 5 but the Year 6 pupils still have some gaps in their knowledge that result in below average standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school and take full advantage of what it offers them. They are keen to please the staff and work hard.
Behaviour, in and out of classrooms	Good. The pupils are well behaved in lessons and in the play areas. They respond very well to the school's high expectations of them.
Personal development and relationships	Very good. The pupils grow in self-esteem and confidence. Pupils of all ages and backgrounds get on very well together.
Attendance	Below average. The rate of unauthorised absence is higher than in most schools but the school is taking effective action to improve this position.

The children in the Nursery and Reception classes are helped very effectively to develop independence and settle quickly into the school's routines in a supportive atmosphere. Pupils throughout the school are considerate, polite and attentive in lessons. They readily celebrate the success of their classmates and help each other. Relationships between the staff and pupils are very good.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

The teaching is good for all ages because the staff know the pupils very well and plan successfully to meet the needs of different abilities. The basic skills in literacy and numeracy are taught well and as a result, the pupils learn at a good rate. Teachers in the Nursery and Reception classes are very sensitive to the emotional and social needs of the children and foster a very good level of independence. The teachers clearly set out their expectations of behaviour and work and so the atmosphere in classrooms is calm and the pupils work diligently. The support staff know what to do because the teachers give them very good guidance and so their work with pupils who have different needs is very effective. The staff focus closely on how they can improve teaching and learning, and encourage the pupils to use their initiative. Teaching in mathematics is very good in the juniors and promotes good standards. Teaching in reading is good and the pupils use their skills well to support learning in other subjects. There are some weakness in the teaching of writing. Teachers' assessments are not always well used to plan work that builds on existing skills and fill gaps in learning. While the pupils make overall satisfactory progress in writing, their learning is not as rapid because their needs are not as well catered for. The weaknesses in teaching and learning in writing have been identified by the teachers and they are working to improve them. Homework is very well organised and relates closely to what the pupils have covered in lessons. This has a positive impact on the pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced with a good emphasis on literacy and numeracy. There is an excellent range of extra-curricular activities that includes sport, drama, art and music.
Provision for pupils with special educational needs	Very good. The pupils' needs are carefully assessed and very well supported. They make good progress towards the targets set for them. Pupils are very well integrated into all aspects of the school's daily life.
Provision for pupils with English as an additional language	Very good. These pupils are well supported and so make the same good progress as their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The school gives a high priority to the pupils' personal development and provides a firm framework to develop their understanding of right and wrong. The importance of working together is stressed in lessons and assemblies. The pupils have very good opportunities to reflect on how they feel and to use their initiative. Their understanding of their own and other cultures is well promoted.
How well the school cares for its pupils	A very good level of care is provided. The pupils are given good advice and support. The school tracks pupils' progress in most subjects well, through good assessments, but the information gained is less well used in writing.

The school's outstanding range of activities outside lessons has been recognised by a national award. The activities are very well supported by the pupils, who gain a great deal from them. The school makes very good



use of the computer suite to teach skills in using ICT. However, the pupils have limited access to computers in other lessons and so cannot frequently use computers as a tool to support and enhance their learning in these lessons. The school recognises this and has suitable plans to improve pupils' access to computers.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good. The headteacher gives a very good direction for the school with a strong emphasis on raising standards and promoting pupils' personal development. Senior staff provide very good support.
How well the governors fulfil their responsibilities	The governors are well informed and fulfil all of their responsibilities. They provide very effective support for the school's planning for improvement.
The school's evaluation of its performance	Very good. All of the staff are involved in reviewing the school's provision and identifying how this can be improved. The school's priorities for development include providing more computers and improving standards in writing.
The strategic use of resources	Very good. The school uses its money wisely and makes very good use of additional grants to improve teaching and learning and raise standards. The school is very careful to seek the best value for its expenditure.

All of the staff work very effectively as a team and everyone is clear about the part they play in taking the school forward. Staff who are new to the school are very well supported. The governors have a very good understanding of the school's strengths and weaknesses and there is careful financial planning to support the school's priorities for development. The school has identified the right priorities to work on next through its very good analysis of its performance.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy school, make good progress and become more mature and responsible.</li> <li>• The teaching is good and the staff are approachable.</li> <li>• There are plenty of activities outside lessons.</li> <li>• Children behave well and are expected to work hard.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about children's progress.</li> <li>• The way in which the school works with them.</li> </ul>

The inspection findings support all of the parents' positive views but not their concerns. Parents receive very good information about their children's progress, including termly meetings for parents and reports each half term. The school strives to include parents in all aspects of its work and daily life and consults them about their views.

## **PART B: COMMENTARY**

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

**The oldest pupils' work in mathematics reaches a good standard because of the very good teaching.**

1. The pupils do very well in mathematics and standards are above average at the end of Year 6. The teachers have high expectations of what pupils can achieve. All Years from 2 to 6 are taught in ability groups for mathematics. The work is very well planned to meet the needs of pupils with different abilities and pupils with special educational needs are well supported by both the teachers and classroom assistants. Teachers often start with checking pupils' homework, as in a Year 6 lesson, when work had been completed on the properties of parallelograms. The first parts of the lessons have a fast pace that tests the pupils' mental agility with numbers. The pupils concentrate very well and maintain a high level of interest because the teaching is enthusiastic, and teachers reward the pupils' efforts with praise and house points. Teachers often modify their planning successfully for the lesson after assessing what pupils have learned the previous day, as in a lesson with Year 2 pupils who were learning that multiplication is repeated addition.
2. The teaching is very good in Year 6. The teacher has very high expectations of the pupils and those who are capable of exceptional performance are suitably challenged by the work. The pupils know what they will learn in each lesson and over the week because the teacher sets out his expectations clearly. In a very good lesson, the teacher reviewed with the pupils the targets that had been set for the previous week and checked the pupils' understanding through effective questions. The targets for the current week included identifying pairs of factors of numbers to 100, understanding index notation, solving problems with indices and making the link between the power of 3 to volume. The pupils were keen to get started and approached the work confidently because of the teacher's clear explanations. The homework set involved calculating the area of a patio and its perimeter, with an extension exercise that involved working out the cost of fencing to enclose the patio. This work very successfully consolidated and extended the pupils' learning. By the time they leave the school, a high proportion of the pupils are working at the level above that expected for their age. They work accurately with fractions and convert these to decimals. They work with numbers up to a million, calculate accurately using long division and use positive and negative co-ordinates.
3. Much of the school's success is due to the skilful management of the subject by the deputy head. He has a very high level of expertise that is shared with other schools. The co-ordinator looks at the work across the school and draws out points for improvement in teaching and learning. His enthusiasm for the subject is caught by the pupils and his insistence that pupils should understand what they are doing rather than be taught to perform operations mechanically is reflected in teaching throughout the school.

**The pupils achieve well to reach average standards in most aspects of their work. The school includes all of the pupils and enables different groups to achieve equally well because it plans very well to meet their needs. The teachers and support staff work very effectively together.**

4. The pupils start from a low point and make good progress in all years. The school promotes an atmosphere in which pupils feel they can succeed and they know that their efforts will be recognised and valued. The classroom assistants are very well guided by the teachers and provide good support because they know what they are doing.
5. The teachers know the pupils well and are alert to their different needs. In a Year 5 science lesson, for example, the pupils were interested and contributed well to the class discussion about how and when plants disperse seeds because the teacher was careful to involve as

many as possible. The lower attaining pupils made good progress in the independent investigation because the worksheet had been suitably adapted for them. In a Year 5 literacy lesson, pupils worked in pairs to discuss and write their ideas for alternative words to replace 'said' to make their writing livelier. The teacher involved both boys and girls and pupils who are learning English as an additional language very effectively when asking for suggestions, which included 'summoned', 'pleaded' and 'demanded'.

6. Reading is well taught and the pupils make good use of the books in the classrooms and the library. They use their skills in reading very effectively in other subjects, such as history and science. They quickly gather information and enjoy reading for pleasure. Because the teachers make good links between subjects, the learning is made more interesting and relevant. For example, Year 6 pupils are studying the events of the Second World War in history and reading 'Carrie's War' in English lessons. In drama, they are devising a mime to portray an extract from the novel.
7. Pupils with special educational needs are well supported and so they make good progress. A group of Year 4 pupils was supported, for example, by a classroom assistant and the class teacher had provided notes and instructions to support the group's activity. This led to good quality support and enabled the pupils to identify the main features of a newspaper layout. In a Year 2 literacy lesson, the teacher showed a very good awareness of a special needs pupil's target to improve self-esteem and confidence in speaking. When the pupils volunteered a wrong answer to a question, the teacher's supportive manner and sensitive management of the situation ensured that the pupil had another chance to give the right answer to a question that followed. The school also works with pupils to improve their social awareness and ability to work together. A small group of Year 1 pupils, for example, worked with the special needs co-ordinator in completing jigsaws. The teacher's subtle questions and suggestions generated a better level of co-operation, and the pupils understood by the end of the session that it was easier to complete the work with a partner.

**The children get off to a good start in the Nursery and Reception classes and parents are encouraged to be involved in their children's learning.**

8. The school places a very high priority on establishing firm links with parents, right from the start. Many of the children join sessions in the Family Centre and are then welcomed into the Nursery. The staff work hard to ensure that they are accessible to parents and help them to understand what their child is learning and how parents can help at home. The displays in all rooms are bright and informative, with many photographs of children taking part in activities. The parents are invited to a range of meetings at flexible times to suit those with other commitments. Parents are made very welcome in both the Nursery and Reception classrooms. They bring their children into the classrooms and are greeted cheerfully by the staff. In the Nursery, parents are expected to spend a small number of sessions with their child over the year, so that they gain a good understanding of how the Nursery operates.
9. The teachers in the Nursery and Reception classes have a clear idea of what each is teaching and they have established a very good, common approach to basic routines and expectations so that the children move between the classes with the minimum of disruption. There is a high priority given to promoting the children's personal and social development in both the Nursery and Reception classes. The children are encouraged to think for themselves and develop independence, as well as following the routines. When children in the Nursery have the opportunity to choose activities they put their name card into a pocket that has a picture of the activity. In the Reception classes, children go to a magnetic board and count how many children are engaged in an activity and then work out where there is a space for them.
10. The very good organisation in each classroom enables the staff to focus their teaching very effectively because all of the children know what they are doing and sustain interest because the activities are well planned. The children quickly build confidence in speaking because the

staff plan very well to give them good opportunities to express their ideas and feelings. The staff extend the children's vocabulary very effectively through talking to them and asking questions. They encourage the children to work together. For example, in a Nursery session on number and colour, the teacher gently but firmly insisted that a child should wait his turn in throwing a die. In the same lesson, the Nursery nurse patiently helped two children who were fitting a puzzle together and suggested 'Let's look at the picture again to find Thomas' face because your piece is for the edge and so it won't fit in. A piece at the edge always has a straight edge.' Another Nursery child had been shown how to use sponges to print Christmas motifs and happily chose the colour of the paper, changed the colour of the paint, printed the picture and then hung it to dry, without any help from the adults.

**The pupils enjoy school and make the most of what it offers them. They gain in confidence, sensitivity and maturity because the school provides very well for their personal development and enriches the curriculum with an excellent range of out-of-school activities.**

11. The pupils' personal development is very good because the school plans carefully to provide many opportunities for them to take responsibility and use their initiative. Assemblies are well used to reinforce moral and social development. In an assembly with the theme of 'Working in teams or as individuals', the headteacher very successfully explored the idea that not everything that combines together is a good idea, but that a team is often more effective than a lone person. Starting from the example of how bereft Jesus' disciples felt after his death, he moved to how the pupils might feel if they were in a group that put pressure on them to do something that they knew was wrong. In an assembly that celebrated individual's success over the previous week, the pupils showed genuine pleasure in others' achievements. The performance of the school's Samba Band, in another assembly, was greeted with delighted applause and when the teacher announced that there were a few spaces available, a ripple of excited interest was generated.
12. The pupil consultative group has representatives from Year 2 to Year 6 and includes boys and girls of different abilities and backgrounds. The group is currently seeking views about how the play areas can be improved. The pupils in the group have to decide how they can best find out what other pupils' ideas are and how they can meet the needs of the various groups who use the play areas. At present, they are attempting to reconcile the needs of the pupils who play football and those who would like 'a quieter area where they can sit and not be disturbed'. The pupils show a very good degree of awareness of others' feelings and needs. A Year 5 pupil, for example, explained that 'We don't really want to stop the football altogether – that's not fair because their life is football. We are also looking at more games for children who are in wheelchairs.' The group has a budget of £4000 to spend on the improvements and is searching catalogues for ideas and equipment that gives the best value for money.
13. The older pupils take care of the younger ones and often help them to understand what is expected. For example, when a group of pupils was talking to an inspector and a few of the younger ones were interrupting because of their eagerness to contribute, they were quietly reprimanded by the older pupils. At the end of the discussion, the older pupils re-arranged the furniture tidily and insisted that the younger pupils helped.
14. The school provides an outstanding range of extra-curricular activities that are very well supported by the pupils. These include sport, music, drama, art and circus skills. All of the staff take part in organising and running these activities. For many of the pupils, it is the opportunity to take part in such a diverse range of clubs and activities that makes the school special for them. The pupils recall the dramatic and musical productions with pride and their self-confidence and poise are greatly enhanced by taking part. The school's excellent provision for out of school activities is greatly appreciated by the parents.

**The very good leadership and management result in a strong sense of purpose and there is a climate in which all of the staff look closely at what they are providing for the pupils and how this can be improved.**

15. The headteacher has a very clear idea of where the school is aiming and has the full support of the staff and governing body. There is a sharp focus on raising standards and promoting the pupils' personal development that runs throughout the school's everyday work and its planning for development. The headteacher has built a climate in which the review of what is working well and what needs to improve is part of the school's daily work and all of the staff play a full part. The needs of the support staff, in terms of professional development, are fully taken into account. Staff who are new to the school are very well supported and feel that the review of their work, through classroom observations and checking planning, has helped them to improve their teaching. The headteacher and senior management team use their observations of lessons to provide valuable feedback to teachers. The school has devised a register of best practice so that everyone knows where to find expertise if they feel they need help or support. The governors play a full part in monitoring the school's work and so have a very good understanding of its strengths and weaknesses.
16. The pupils' performance in tests and assessments are looked at closely, to see if any common areas for improvement are evident. The school has also looked at the performance of boys and girls and recognised that boys were not achieving as well as the girls in some aspects of their work. Appropriate in-service training on how to raise boys' achievement has led to a narrowing of the gap. The school tracks individual pupils' progress carefully and makes full use of its assessments to set challenging targets.
17. The subject co-ordinators set out a monitoring programme for each year that identifies what they want to find out and how this will be achieved. Any areas of comparative weakness are fed into the school's planning for improvement. In addition, teachers have a focus for self-evaluation in teaching and learning and the current focus is writing. The teachers' analysis of what they have found is perceptive and objective. For example, teachers have identified that there is little evidence of pupils reading through their work and correcting mistakes in common spellings. The co-ordinators for English are currently analysing the results of the teachers' self-evaluations and drawing out common points with a view to devising an action plan.

## **WHAT COULD BE IMPROVED**

**The pupils should be doing better in writing.**

18. Standards in writing are below average by the time the pupils leave the school. Raising standards is a priority in the school's planning for development and a very good whole-school analysis of the problems is being undertaken by the English co-ordinators. The teachers and co-ordinators have identified the weaknesses in pupils' writing and the school has already put in place good strategies to enable pupils to improve the content of their writing. Extra time has been given so that pupils can write more extended pieces, although it is too early to see the impact of this on standards.
19. The teachers' planning for individual pupils and groups of pupils is not yet firmly based on the teachers' assessment of what the areas of weakness are and so, while pupils make overall satisfactory progress in writing, pupils' progress is often slower than in other areas of their work. The older pupils often spell common words incorrectly and sometimes miss simple punctuation, but the teachers often do not pick these up and there are not always suitable strategies planned to improve these basic skills. The teachers often give good guidance to the pupils on how to improve the structure and content of their writing but the pupils tend to rely on the teachers to correct their mistakes in spelling and punctuation. This does not help pupils to see their mistakes and the pupils are not sufficiently encouraged to routinely read through what they have written to check that it makes sense and is properly spelt and punctuated.

20. Throughout the school there is a lack of useful recording of what pupils have achieved in writing that helps the next teacher to plan work that builds on pupils' existing skills. The teachers' use of their assessments of what pupils can do in writing is not as good as it is in reading and mathematics and as a result the targets set for individual pupils are sometimes not appropriate. Sometimes these targets are not achievable because the pupils have not yet mastered the basic skills that the next step in their learning requires. For example, many of the pupils in Years 1 and 2 cannot form all letters correctly but there is no assessment that is passed on to the next teacher to indicate where the gaps in knowledge are. Consequently teachers cannot plan effectively to overcome shortcomings in these basic skills, and sometimes set targets, such as learning to join letters, which assumes that these are in place.
21. The school is aware of the shortcomings in assessment and its use to inform teachers' planning and is currently considering options to improve the situation.

**The pupils do not have sufficient opportunities to use computers to support their learning in lessons.**

22. The computer suite is well used to teach pupils the basic skills in ICT; however, pupils have limited opportunities to use computers as a tool to support their learning in lessons others than those in the computer suite.
23. The lessons in the computer suite are planned to take account of the national guidance for the subject, but all of the pupils generally cover the same work, at the same level. The teacher usually directs the activities undertaken in each lesson and so there is limited scope for the pupils to use their own ideas or consider a range of options.
24. While the Nursery and Reception classes have computers that are readily accessible to children, and two classes have inter-active whiteboards, very few other classes have computers that are easily accessible to the pupils. This means that pupils do not have sufficient opportunities to try out their ideas and decide when ICT would be the best way of presenting or organising their work, in, for example, science, mathematics or English lessons.
25. The school's previous priority was to establish resources that enabled the pupils to learn computer skills as a class and this has been achieved through careful planning. One of the school's priorities for this year is to increase the number of computers available to the pupils in lessons and it is currently investigating various ways of doing this.

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

While maintaining its many very good features, the school now needs to:

### **Improve standards in writing by**

- ensuring that assessments are recorded in a way that is useful to teachers in planning work;
- ensuring that teachers make better use of their assessments to plan to overcome shortcomings in pupils' basic skills;
- ensuring that teachers encourage pupils to check through their work for mistakes.  
(Paragraphs 18 –21)

### **Improve the opportunities that pupils have to use computers by ensuring that they have access to computers to support their learning in lessons.**

(Paragraphs 22 – 25)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

24

Number of discussions with staff, governors, other adults and pupils

12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	10	7	0	0	0
Percentage	0	29	42	29	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	413
Number of full-time pupils known to be eligible for free school meals	0	96

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	13
Number of pupils on the school's special educational needs register	17	98

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.0
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	26	28
	Girls	27	28	25
	Total	51	54	53
Percentage of pupils at NC level 2 or above	School	85 (75)	90 (77)	88 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	27	26
	Girls	28	26	27
	Total	53	53	53
Percentage of pupils at NC level 2 or above	School	88 (66)	88 (78)	88 (71)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	25	34	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	23
	Girls	27	27	31
	Total	43	44	54
Percentage of pupils at NC level 4 or above	School	73 (83)	75 (86)	92 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	22
	Girls	28	28	30
	Total	44	45	52
Percentage of pupils at NC level 4 or above	School	75 (80)	76 (85)	88 (91)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	0
Black – other	7
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	319
Any other minority ethnic group	19

*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	3	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)	18.9
Number of pupils per qualified teacher	24:1
Average class size	29.5

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

Total number of education support staff	15
Total aggregate hours worked per week	331

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26: 1
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	13 : 1

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-2001
	£
Total income	854240
Total expenditure	848118
Expenditure per pupil	1860
Balance brought forward from previous year	1239
Balance carried forward to next year	7361

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5.0
Number of teachers appointed to the school during the last two years	6.1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	439
Number of questionnaires returned	205

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	3	0	0
My child is making good progress in school.	50	45	4	0	1
Behaviour in the school is good.	39	54	2	1	3
My child gets the right amount of work to do at home.	39	43	10	1	6
The teaching is good.	54	40	3	0	3
I am kept well informed about how my child is getting on.	36	47	14	3	1
I would feel comfortable about approaching the school with questions or a problem.	62	31	4	1	1
The school expects my child to work hard and achieve his or her best.	57	38	1	0	4
The school works closely with parents.	40	41	13	2	3
The school is well led and managed.	49	43	3	1	3
The school is helping my child become mature and responsible.	45	49	2	0	3
The school provides an interesting range of activities outside lessons.	63	23	2	1	9