

## INSPECTION REPORT

### **BRUNDALL PRIMARY SCHOOL**

Brundall, Norwich.

LEA area: Norfolk

Unique reference number: 120909

Headteacher: Mrs Angela Stephenson

Reporting inspector: Derek G. Watts  
22092

Dates of inspection: May 8<sup>th</sup> – 9<sup>th</sup> 2001

Inspection number: 193664  
Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Braydeston Avenue  
Brundall  
Norwich  
Norfolk

Postcode: NR13 5JX

Telephone number: 01603 712597

Fax number: 01603 712597

Appropriate authority: The Governing Body

Name of chair of governors: Mr T. M. Clemmett

Date of previous inspection: 24<sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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9282	Clare Lorenz	Lay inspector
15849	Pauline Buzzing	Team inspector
13626	Ian Pratt	Team inspector

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

### **INFORMATION ABOUT THE SCHOOL**

Brundall Primary School is a large mixed primary school with 350 pupils on roll. It is situated in the village of Brundall, which lies 6 miles to the east of the city of Norwich. Seventeen percent of pupils have been identified as having special educational needs and this is below the national average. The percentage of pupils for whom English is an additional language is very low and the school has no pupils from ethnic minority backgrounds. The percentage of pupils eligible for free school meals is below average. Children enter the school with a range of abilities but overall, attainment on entry is above average.

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

Brundall is an effective school. Except in English at the end of Key Stage 2, results are well above the national average at the end of both key stages. Pupils have very good attitudes towards school and to their learning. Behaviour is generally good in the classroom and in the playground. The headteacher and new senior management team are providing clear educational direction for the school. The school provides good value for money.

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

- Very good teaching at Key Stage 1 leads to high standards and very good learning.
- Pupils attain test results above the national average in English, mathematics and science at Key Stage 2.
- Pupils have very good attitudes towards school and behave well due to good pupil management and the positive climate for learning.
- Provision for pupils with special educational needs is good and these pupils achieve well as a result.

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

- The consistency of good teaching at Key Stage 2 in order to raise achievement further.
- Although the school has improved its facilities for information and communication technology, further improvements are needed to ensure that all aspects of the subject are taught.
- Pupils' standards of writing at Key Stage 2 are not as good as their reading or mathematics.
- The temporary classrooms should be replaced with more suitable accommodation as planned

*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. After this inspection the school was given key issues for action in order to improve the school further. The school was slow to respond to these issues and there is evidence that the school staff have been resistant to change and to the implementation of national initiatives. It is only recently, in fact in the last four terms, that the school has attempted to address these points. Since then:

- The school has developed some good systems for assessing pupils' attainment against national curriculum standards. Where good assessment occurs, teachers use this information well to guide future planning and teaching. However, a common system which is consistent across the school has yet to be established.
- Teaching and the curriculum for the under fives now takes account of the national standards ie. Early Learning Goals.
- The school has improved its long and medium term curriculum planning in order to help ensure that pupils learn in a steady and systematic way. The school has become less dependent on published schemes and has adopted national guidance in a number of areas. However, planning still requires

further development at Key Stage 2: writing at length and for different audiences is not given enough emphasis.

- Despite considerable efforts from the headteacher and the governing body, there has been no progress in replacing the old temporary classrooms with more suitable accommodation.

Overall, these recent efforts mean that school improvement has been satisfactory since the last inspection.

## STANDARDS

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

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

**Key**

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

The table indicates that the performance of the pupils in Year 6 in 2000 was above the national average in English and well above the national average in mathematics and science. When compared with similar schools, results are below average in English, average in mathematics but above average in science. Except for the dip in science in 1999, results have been consistently above the national average. Key Stage 1 assessment results in 2000 were well above the national average in reading, writing and mathematics. In fact results in reading and writing were in the top 5% of schools nationally.

The attainment of pupils in the work seen by the inspection team was above average in English, mathematics and science Key Stage 1. It was above average in the three subjects at Key Stage 2. Here, however, in English, reading standards are high but writing standards are significantly lower. In science pupils' knowledge and understanding of facts is better than their standards in practical work. The school has set suitably challenging targets for literacy and numeracy for the current year and is making good progress towards them.

Pupils' attainment as they enter the school is generally above average. Most pupils achieve well at Key Stage 1 due to the very good teaching. Pupils achieve satisfactorily as they progress through Key Stage 2 but the rate of learning slows down. This is because of three factors: inconsistency in the quality of teaching, insufficient attention to aspects of writing, and slower development of practical skills because of unsatisfactory accommodation. Despite this, standards are well above the national average in mathematics and science, and above in English by the time pupils leave the school.

Most pupils attain the national expected standards in information and communication technology (ICT) by the end of Key Stage 1. Pupils at Key Stage 2 do not attain the expected standards in all areas of ICT due to limited opportunities. For example, monitoring and control and multi media presentations are not taught at present.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school. They are extremely keen to learn.
Behaviour, in and out of classrooms	Good behaviour in lessons and in the playground. There have been no exclusions in the last year.
Personal development and relationships	Good. Pupils relate well to each other and to school staff. Pupils are generally responsible and co-operative.
Attendance	Very good. Attendance is well above the national average.

The pupils' very good attitudes and values are strength of the school. Pupils from an early age settle into routines quickly and display positive attitudes to learning. Throughout the school, pupils are friendly and courteous. Pupils show a high level of maturity.

## TEACHING AND LEARNING

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

*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.*

Thirty one lessons or part lessons were seen during the inspection. Of these, 19 percent were very good, 45 percent were good, 29 percent were satisfactory and 7 percent were unsatisfactory. A limited number of lessons were seen in reception. The teaching in Key Stage 1 is frequently very good and this has a positive impact on pupils' attainment and rate of learning. Very good lessons were seen in English, mathematics and science at Key Stage 1. Teaching at Key Stage 2 is inconsistent and varies from class to class. It varies from unsatisfactory to very good. This results in inconsistencies in pupils' progress. Very good lessons were seen in mathematics and religious education in Year 6. The teaching of literacy is very good at Key Stage 1 and satisfactory overall at Key Stage 2. Numeracy teaching is very good in Key Stage 1 and good at Key Stage 2.

Very good teaching is characterised by good planning with clear learning objectives which are shared with the pupils. Tasks set are challenging and are well matched to the different abilities and needs within the class. This ensures that all pupils make good gains in new knowledge and skills and learn well. In these lessons, time is used well. The pupils are productive and learning is maximised. Where teaching is unsatisfactory, the purpose of the lesson is unclear. Planning and tasks take insufficient account of the different abilities of the pupils. Levels of challenge and the pace of the lesson are low. This results in the pupils making unsatisfactory progress in their learning. Marking and the use of homework is not as effective as it could be in promoting learning at Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is well planned at Key Stage 1. Planning is less consistent at Key Stage 2 and there are aspects of ICT which are not taught. The school has implemented the national literacy strategy satisfactorily, though it had a slow start, and numeracy strategy well
Provision for pupils with special educational needs	Good. Pupils with special educational need are well supported and this enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. More opportunities are needed for pupils to take positions of responsibility.
How well the school cares for its pupils	Good. Pupils are well cared for. The school knows its pupils and their families well. Effective systems are in place for child protection and health and safety.

Assessment is effectively used in Key Stage 1 but is not consistently effective in Key Stage 2. Where it is not effective the teaching is sometimes unsatisfactory, because planning does not take enough account of the different abilities of the pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The recently appointed headteacher has vision and clear educational direction for the school. There is a new senior management team which provides clear direction and has the potential to develop the school further.
How well the governors fulfil their responsibilities	Good. The school has a number of new members on the governing body. The governors are supportive and fulfil their statutory responsibilities.
The school's evaluation of its performance	Satisfactory. The school has effective systems to monitor and evaluate its performance. Appropriate action is taken for school improvement.
The strategic use of resources	Good. The school is using additional grants for special educational needs, ICT and staff training 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>• Their children like school</li> <li>• Pupils are expected to work hard and do their best</li> <li>• Pupils make good progress</li> <li>• Parents feel comfortable about approaching the school</li> <li>• The school helps pupils to become mature and responsible. Behaviour is good.</li> <li>• Teaching is good</li> </ul>	<ul style="list-style-type: none"> <li>• There is not enough information on how well pupils are getting on</li> <li>• The range of extra curricular activities</li> <li>• Homework</li> <li>• The school working more closely with parents</li> <li>• The temporary classrooms replaced as planned</li> </ul>

The inspection team agrees with the strengths identified by the parents. The inspection team partly agrees that the school does not provide enough information on how well pupils are getting on. Parents are offered parent/teacher consultations each term. Annual written reports to parents are not always specific in terms of pupils' attainment and they lack targets for improvement. The school offers a good range of extra curricular activities for Key Stage 2 pupils but opportunities at Key Stage 1 are limited. However, Key Stage 1 teachers contribute to the Key Stage 2 activities. Homework is appropriate at Key Stage 1. The implementation of homework at Key Stage 2 is inconsistent. Parents' concern about the temporary classrooms is fully justified as this accommodation is unacceptable and restricts the delivery of practical subjects.

Parents also expressed concerns about staff absence at the end of Key Stage 2 and the fact that staff were granted leave during term time. There has been teacher absence at the end of Key Stage 2. Given the recent staff changes, granting leave during term time is inappropriate and does not set a good example to pupils and parents.

Concern was also aired about the recent high turnover of staff. The school has recently appointed some good teachers.

## **PART B: COMMENTARY**

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

#### **Very good teaching at Key Stage 1 leads to high standards and very good learning**

- 1 Teaching at Key Stage 1 is never less than good and is frequently very good. This high quality teaching has a positive impact on the standards attained and the pupils' rate of learning. As a result, pupils in Key Stage 1 are achieving well. Very good lessons were observed in English, mathematics and science.
- 2 The teachers have a secure knowledge and understanding of the subjects they teach. Lessons are very well planned and structured. Clear learning objectives are set and these are effectively shared with the pupils. Pupils therefore know what they are to learn and why. Teachers organise their pupils well for teaching and use an effective blend of whole class, group and individual teaching. Explanations and demonstrations are very clear and promote pupils' learning well. Skilful questioning challenges the pupils and checks their understanding. Pupils respond very well to questions by answering correctly and are keen to demonstrate their knowledge. Teachers manage their pupils extremely well. Very good relationships are established and high standards of behaviour and high motivation were observed. In Key Stage 1, marking of pupils' work is thorough. Praise is given when due and guidance on how to improve is provided.
- 3 A particular strength of the teaching at Key Stage 1 is that pupils are carefully assessed and the information is used to set tasks that are well matched to the differing abilities and needs of the pupils. This ensures that all pupils, including those with special educational needs, are appropriately challenged and make good progress in their learning. Learning resources are used well.
- 4 At the end of Key Stage 1, pupils' speaking and listening skills are well above what is expected for their ages. Teachers provide ample opportunities in this area and skilful pupil management and questioning contribute to this. They talk with confidence and assurance and demonstrate careful listening. They articulate their thinking very well in mathematics and science using appropriate vocabulary. Reading is a strength because teachers have promoted positive attitudes to reading, they teach well and have established good reading routines. Most pupils read accurately and fluently. They read independently and use a range of strategies to establish meaning in text. In writing, pupils attain standards above those expected for their ages. They show imagination and a good command of vocabulary. For example, in extended pieces of writing, they give a good account of the Gunpowder plot. In a story about a tropical island, pupils use adjectives well and arrange the story into episodes.
- 5 In mathematics, pupils use mental and paper and pencil strategies for solving addition problems. They apply knowledge and strategies gained from very good direct teaching. The higher attaining pupils work confidently with large numbers. Their previous work shows that they can classify 2D and 3D shapes based on their properties. They show a clear understanding of simple fractions. In science, pupils identify which objects need pushes and which needed pulls to move. The more able pupils apply their knowledge and understanding of forces and describe the forces needed for a bicycle to operate.

#### **Pupils attain above the national average results in English, mathematics and science at Key Stage 2.**

- 6 National Curriculum test results at the end of Key Stage 2, in 2000 were above the national average in English and well above the national average in mathematics and science. When compared with similar schools, results are below average in English, average in mathematics but above average in science. Except for the dip in science in 1999, results have been consistently above the national average. The science results reflect the very strong factual

knowledge and understanding the pupils have. The English results combine a strong performance in reading, speaking and listening with average writing standards.

- 7 Pupils in Year 6 listen attentively in discussion. They ask questions and express opinions clearly. Reading is a strength of the school at both key stages because the pupils have such positive attitudes and good reading habits. By Year 6, pupils read accurately, fluently and with expression. They show a clear understanding of a range of texts. They identify crucial features, themes and characters. Standards of presentation are good. Most pupils write neatly. They write complex sentences and use adjectives confidently. Short sentences are used with great effect to build excitement. Pupils are given plenty of opportunities to write but opportunities to write to audiences other than the teacher are limited at present.
- 8 The study of Year 6 pupils' mathematics work shows that they use formulae correctly to calculate area and volume. They produce graphs and interpret them well. They understand place value and can divide whole numbers and decimals by 10 and 100. In a very good Year 6 mathematics lesson, pupils were using appropriate strategies to solve money problems including percentages and VAT. The tasks set took full account of the different abilities within the class. Pupils were effectively organised into groups of similar ability. Higher attainers were adding or subtracting VAT to car prices advertised in the local press. Other pupils were reducing the cost of airline tickets by 10 and 15 percent. Pupils with special educational needs were given appropriate work and effective support. This enabled these pupils to make good progress. In the plenary, the lesson's learning was effectively summarised and in a fun activity, pupils showed that they could use and interpret co-ordinates in all quadrants.
- 9 In science, Year 6 pupils identify the parts of a plant and can explain their functions. They describe similarities between the life cycles of flowering plants and humans. In their explanations they demonstrate an understanding of terms such as germination, pollination and fertilization. Higher attainers describe the functions of major plant and human organs. The pupils' factual knowledge is well reinforced by homework.

**Pupils have very good attitudes towards school and behave well due to good pupil management and the positive climate for learning.**

- 10 Throughout the school, pupils show very good attitudes towards the school and their learning. They like coming to school and generally show considerable enthusiasm and interest in the activities provided. Pupils from an early age settle quickly in positive and efficient routines due to the high quality teaching they receive. Expectations of attitudes and behaviour have been consistently set by the school and staff are consistent in their approach. Teachers manage pupils well in lessons and the headteacher and staff have created a positive learning environment. The school's supportive parents contribute significantly to the very good attitudes achieved.
- 11 Pupils are keen to participate in lessons and activities in the playground. During lunchtimes pupils play productively and organise themselves in games using the equipment and resources available. Pupils were seen playing rounders, football, parachute games and skipping. They work and play together well. Behaviour in lessons and around the school is consistently good. Even on the rare occasions that teaching is unsatisfactory, pupils at Brundall still display good attitudes and behaviour. Throughout the school, pupils are friendly and courteous. Most pupils show a high level of maturity.

**Provision for pupils with special educational needs is good and these pupils achieve well as a result.**

- 12 About 17 percent of the pupils have been identified as having special educational needs by the school. Pupils' needs are carefully assessed and appropriate targets are set to assist their learning through individual educational plans. These plans are regularly reviewed by the special educational needs co-ordinator (SENCO) and class teachers.

- 13 The school has invested considerable resources in learning support assistants. These are usually well deployed throughout the school and make a significant contribution to the pupils' learning particularly pupils with special educational needs.
- 14 The SENCO is conscientious and effective. Good leadership and support is provided in this area. Regular meetings are held between the SENCO and learning support assistants. This ensures that all are aware of individual's needs and progress. The school has good learning resources for special educational needs and these are used effectively by the staff. The school has further plans to increase books and materials for low reading ability pupils. The SENCO has established a good rapport with external agencies that contributes to the success of the school's special educational needs programme.

## **WHAT COULD BE IMPROVED**

### **The consistency of good teaching at Key Stage 2 in order to raise achievement further.**

- 15 The quality of teaching at Key Stage 2 is inconsistent from class to class. It ranges from unsatisfactory to very good. Where teaching is good, the pupils achieve well by making good gains in knowledge, understanding and skills. When teaching is occasionally unsatisfactory, pupils' rate of learning and achievement are also unsatisfactory. Good subject teaching is a factor in the high mathematics standards pupils achieve. However, teaching in English is satisfactory rather than good.
- 16 Very good lessons were seen in mathematics and religious education in Year 6. In the best lessons in Key Stage 2, lessons were well planned with learning objectives that were made clear to the pupils. The planning and tasks set took full account of the different abilities within the class. All pupils made very good progress in the acquisition of new knowledge and skills. In a mathematics lesson, the teacher used an effective blend of whole class and individual teaching which promoted learning well. The plenary was used very well to reinforce the lesson's learning. A punchy and enthusiastic approach throughout maintained the pupils' interest and motivation. The lesson was well structured and maintained a good pace. Pupils remained on task and were productive.
- 17 Unsatisfactory teaching was characterised by an overlong introduction and a slow pace to the lesson. Learning time was not maximised. The learning objectives for the lesson were unclear and were not shared with the pupils. Pupils were therefore unsure about what they were to learn and what was expected of them. Tasks set did not pay sufficient attention to the ability range within the class. Pupils were therefore not sufficiently challenged and did not make sufficient progress during the lesson. Opportunities for practical activities to support and enhance learning were missed. Learning support assistants were not effectively deployed and therefore unable to contribute effectively to pupils' learning.
- 18 The school has improved its assessment procedures since the last inspection. Assessment is now more clearly linked to standards or criteria set out in the Foundation Curriculum and the National Curriculum. However, assessment is better at Key Stage 1 than at Key Stage 2. In Key Stage 1, each pupil has an assessment file containing work in English, mathematics and science. This work is judged against National Curriculum levels and moderated for consistency amongst the teachers. Also at Key Stage 1, teachers use a colour coding system to measure pupils' attainment against key objectives. Green signifies that the pupils have fully met the criteria, amber that reinforcement is needed and red that the pupil has experienced the target but not achieved it. The effective assessment procedures at Key Stage 1, mean that teachers use the information to guide future planning and teaching. As a result, work is set well matched to the different abilities with in class. This enables pupils of all abilities to make good progress in their learning.
- 19 These are also examples of good assessment practice in Key Stage 2 which identify what pupils know, understand and can do. The assessment data is then used to guide future planning and teaching. It is also used to help set targets for individuals and groups of pupils. Where

assessment is less effective, work is not always well matched to differing abilities within a class. This results in pupils not being appropriately challenged and not achieving as well as they could. It is one of the factors that leads to less successful teaching.

- 20 At Key Stage 2 there are inconsistencies in marking. While some marking is diagnostic and provides good feedback to pupils as to why a piece of work is good, some marking is just ticks and comments on how the work could be improved are absent. The school is not using homework at Key Stage 2 consistently to reinforce and extend what is learned in school. Effective and consistent homework procedures could contribute to raising achievement further at Key Stage 2.
- 21 The school has improved its curriculum planning recently. However, there is still further development needed at Key Stage 2 to help ensure that pupils learn in a steady and systematic way as they move through Key Stage 2. The school plans to address this using the national guidance for schemes of work. There are shortages in learning resources at Key Stage 2 in English, mathematics and science. The school also has plans to address this matter promptly.

**Although the school has improved its facilities for information and communication technology (ICT), further improvements are needed to ensure that all aspects of the subject are taught.**

- 22 Since the last inspection, the school has improved its provision for ICT considerably. Using the National Grid for Learning (NGfL) grant and funding raised from the PTA, the school has recently set up a 15 station ICT suite. The school has invested wisely in this facility and this new venture has the potential to raise standards in this subject.
- 23 The newly appointed co-ordinator has a secure knowledge of this subject and has identified areas for improvement. Using the New Opportunities Funding, a programme of comprehensive training has been planned. However, because the training has not yet occurred, the new provision is not yet having a consistent impact on pupils' attainment in ICT.
- 24 Pupils at Key Stage 1 are attaining standards expected for their ages. At Key Stage 2, pupils are attaining national expected standards in areas such as accessing the Internet and data handling. Furthermore, ICT is used effectively to enhance writing and presentations in English and history. However, at the end of Key stage 2, pupils are not given opportunities to gain and apply skills in the areas of spreadsheet modelling, multimedia presentations and monitoring and control. At present, the school is not fulfilling the National Curriculum requirements for ICT at Key Stage 2. Nor does it have an effective system for assessing and recording attainment in ICT.

**Pupils' standards of writing at Key Stage 2 are not as good as their reading or mathematics.**

- 25 In English, standards in reading are much higher than those in writing. A difference in standards is not uncommon in schools because work in the Literacy Hour has tended to emphasise reading. In writing, standards of presentation are good, and most pupils write neatly. They write complex sentences and use adjectives confidently. Short sentences are used with great effort to build excitement. Pupils are given plenty of opportunities to write but opportunities to write to audiences other than the teacher are limited at present.
- 26 Although the school has identified writing as a major focus for improvement, the good teaching of writing and high standards in Key Stage 1 are not sufficiently built on in Key Stage 2. This is mainly due to differences in the quality of planning and the opportunities provided. Until recently, Key Stage 2 teachers have been over dependent on published schemes which have not promoted the writing for different purposes and to different audiences sufficiently well. This issue is being addressed by the recently appointed English co-ordinator and more appropriate opportunities are planned.
- 27 At present the opportunities for pupils to write in a variety of ways is not a natural part of English. In the teaching of English seen, vary rarely did teachers promote good writing by

modelling good practice themselves with the class or by sharing others pupils' work as a model to others.

**The temporary classrooms should be replaced with more suitable accommodation as planned**

- 28 For some considerable time, there have been plans to replace the temporary classrooms with more suitable accommodation. These four temporary classrooms are used to accommodate Year 4 and Year 5 classes. The classrooms are now old and past their best. Storage space and the cloak area are totally inadequate. Despite considerable efforts from teachers to make them attractive they are in an unsatisfactory decorative state and they restrict the opportunities for practical work in science, art and design and design and technology. In some classes in Key Stage 2, as a result, there are insufficient practical opportunities in science and this restricts the development of experimental and investigative skills. Standards in this aspect of science are not as high as pupils' standards of factual knowledge.
- 29 The headteacher and governing body have spent considerable time in bringing this matter to the attention of the local education authority and other parties. Whilst there have been changes to the funding of such projects, the progress in this area has been poor. This accommodation is unacceptable.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the school further, the headteacher, staff and governing body should:

1. Improve the quality of teaching in Key Stage 2 so that it is of a consistently high standard in every class by:
  - Ensuring that all lessons have clear learning objectives which are shared with the pupils
  - Continuing to develop the long and medium term curriculum planning based on national guidelines\*.
  - Ensuring planning and tasks take account of the ability range within the class
  - Raising expectations, levels of challenge and the pace of lessons
  - Ensuring that marking gives praise where it is due and provides guidance for improvement.
  - Using homework effectively to reinforce and extend what is learned in class\*
  - Monitoring the work of teachers and setting action points for improvement and ensuring they are achieved.
  - Further improving the system to assess pupils' attainment so that it is consistently implemented throughout the school and used to guide future planning, teaching and target setting.\*

(Paragraphs: 19,20,21)

- 2 Improve provision and standards in ICT further by:

- Ensuring that all elements of the National Curriculum Programmes of Study are effectively taught.\*
- Raising teachers' confidence and skills in ICT through the planned programme of training \*
- Using ICT more consistently to support learning in other subjects

(Paragraphs: 23, 24)

- 3 Raise standards in writing at Key Stage 2 to match the high standards of reading and mathematics by:

- Ensuring that pupils are taught to write for different audiences
- Improving the teaching of writing to be consistently good

(Paragraphs:25,26,27)

- 4 Continue to do all in its power to bring to the attention to the appropriate authorities the urgent need to replace the mobile classrooms with more suitable accommodation.\*

(Paragraphs: 28,29)

*\* The school has already identified these areas for development.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	45	29	7	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	350
Number of full-time pupils known to be eligible for free school meals	12
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	59
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	3.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
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**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	22	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	22	21	22
	Total	42	41	42
Percentage of pupils at NC level 2 or above	School	100 (95)	98 (95)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	22	22	22
	Total	42	42	42
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	30	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	29
	Girls	27	26	28
	Total	51	50	57
Percentage of pupils at NC level 4 or above	School	84 (85)	82 (80)	93 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	29
	Girls	26	26	29
	Total	50	50	58
Percentage of pupils at NC level 4 or above	School	82 (83)	82 (81)	95 (85)
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	230
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 – Y6**

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	25.4
Average class size	25

**Education support staff: YR – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	175

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

**Financial information**

Financial year	1999
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	£
Total income	609051
Total expenditure	608628
Expenditure per pupil	1673
Balance brought forward from previous year	15105
Balance carried forward to next year	15528

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	350
Number of questionnaires returned	122

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	3	0	1
My child is making good progress in school.	47	46	7	0	0
Behaviour in the school is good.	30	57	6	0	3
My child gets the right amount of work to do at home.	19	52	20	6	2
The teaching is good.	42	48	6	2	2
I am kept well informed about how my child is getting on.	27	43	24	3	2
I would feel comfortable about approaching the school with questions or a problem.	51	40	5	2	0
The school expects my child to work hard and achieve his or her best.	49	44	3	0	2
The school works closely with parents.	18	54	21	3	2
The school is well led and managed.	20	53	15	4	5
The school is helping my child become mature and responsible.	30	61	3	0	3
The school provides an interesting range of activities outside lessons.	19	32	17	9	19