

INSPECTION REPORT

BISHAM C of E PRIMARY SCHOOL

Bisham, Marlow

LEA area: Royal Borough of Windsor and
Maidenhead

Unique reference number: 109951

Headteacher: Mr Jim Cooke

Reporting inspector: Margaret Dickinson
12373

Dates of inspection: 2 – 3 October 2001

Inspection number: 194004

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Church Lane
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Marlow
Buckinghamshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr T Boissaud-Cooke

Date of previous inspection: April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bisham Church of England Primary School is a voluntary controlled school, situated in the attractive village of Bisham, near Marlow. It has 118 pupils and is smaller than most primary schools. The proportion of pupils with special educational needs is about average. No pupils have a statement of special educational need. There are no pupils from ethnic minority backgrounds. Three speak English as an additional language though none need extra help with speaking English. The number of pupils eligible for free school meals is low. Pupils come from a wider catchment area than the village itself and some travel from Marlow and Maidenhead. On balance, the socio-economic background of pupils is above average. All four children currently in the reception year entered the school with above average standards for their age. However, over the last two years, analysis of the data on children's standards when they start school shows a broadly average spread of ability.

At the time of the inspection, one teacher was absent due to illness. The school had encountered difficulties in recruiting a temporary teacher and Year 5 and 6 pupils were being taught by a relief teacher, from a supply agency, who had only recently arrived in the country and had little knowledge of the National Literacy and Numeracy Strategies.

HOW GOOD THE SCHOOL IS

Bisham C of E Primary School is an effective school. The pupils' performance in the national tests is consistently high. The school is well led and managed. There is a strong commitment on the part of the governors, headteacher and staff to helping the pupils reach high standards and fulfil their academic and personal potential. The permanent staff are very effective teachers and the quality of teaching and learning in the school is therefore very good. Whilst the amount of money spent on each pupil is relatively high, compared with spending nationally, the school gives good value for money.

What the school does well

- Pupils reach high standards in English and mathematics because the teachers have detailed knowledge of each pupil and a good understanding of what each needs to do next to improve;
- The headteacher and staff place clear emphasis on pupils' moral and social development. This means pupils have very good attitudes to learning and their behaviour is exemplary. They enjoy school and form very good relationships with one another;
- The quality of teaching of permanent staff is very good and this helps pupils to learn at a very good rate and to make good progress;
- There is strong teamwork in the school. The good leadership and management means there is a firm focus on looking at ways in which the school can improve and a clear commitment to every child fulfilling his or her potential;

- Parents very much appreciate the school and all the staff do for the benefit of their children. Their support is an important factor in pupils' attitudes and progress and the overall success of the school.

What could be improved

- Pupils should be reaching higher standards in information and communication technology (ICT) by the time they leave the school;
- There could be a better balance in how science is taught in Key Stage 2 to make sure pupils' scientific enquiry and investigative skills are as well developed as their scientific knowledge;
- The systems for registering pupils and supervising them at playtime are not organised or monitored well enough to provide adequately for the pupils' health and safety.

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 April 1997. Since then there has been good improvement. Pupils are reaching higher standards by the time they leave the school than they did at that time. There is a marked improvement in the quality of teaching; a much higher proportion of teaching is now good or better. The leadership and management have improved. The main key issues have been addressed well although the arrangements for the marking of registers remain a weakness.

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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	C	A	B	well above average A above average B average C below average D well below average E
Mathematics	A*	A	A*	A*	
Science	A*	A	A*	A	

In the national tests for Year 6 in 2000, pupils reached high standards in English, mathematics and science. The school was in the top five per cent of schools nationally for mathematics and science. The high mathematics results also put the school into the top five per cent of schools when compared with schools, where pupils come from similar backgrounds. In 2001, a greater proportion of pupils reached the higher Level 5 in English and science than in the previous year though the percentage dropped in mathematics. Overall, pupils' performance in 2001 is likely to be well above average although at the time of writing the report there is no valid comparative data available that gives this information. By Year 2, pupils' performance in the tests has been in the top five percent of schools nationally for several years and the results in 2001 look similarly high. Pupils are performing at consistently high standards by this age. The school sets suitably ambitious targets for the English and mathematics national tests, based on the level each pupil is predicted to reach.

These statistical comparisons have to be treated with some caution since year groups are small and each pupil's performance has a considerable effect on the overall percentage. Nevertheless, the general picture over the last five years shows the performance of Year 6 pupils has improved at a greater rate than the national

trend. Pupils reach high standards by Year 2 and Year 6 and achieve well as they move through the school. These judgements are confirmed by the work seen in lessons and in pupils' books during the inspection. Many examples of good quality writing were seen. Pupils gain a good understanding of basic spelling and start to use imaginative language to enliven their writing from an early age. By Year 6, pupils write in a good range of forms and many use interesting turns of phrase. Work in mathematics was also of a high standard. Pupils develop a good grounding in numeracy in Years 1 and 2. They continue to build upon their previous learning in a systematic yet challenging way so that, by Year 6, many far exceed the expectations for their age. In science, pupils acquire a good knowledge of scientific facts and processes, largely through working on text book exercises. This gives them the necessary knowledge to do well in tests but the important skills of scientific enquiry and investigation are not being well developed between Years 3 and 6. Pupils are not reaching the expected standards in ICT by Year 6. Until recently, the school has not had the necessary equipment and teachers have lacked expertise and confidence to teach the full programme of study. This has been identified by the school and plans are under way to improve the provision.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and enjoy school.
Behaviour, in and out of classrooms	Excellent. They are responsible and polite and are very welcoming to visitors. No inappropriate behaviour was seen.
Personal development and relationships	Very good. Pupils are mature and form very good relationships with staff and one other. Boys and girls relate well to each other. They relish the opportunity to take responsibility.
Attendance	Very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Insufficient evidence	Very good	Very 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 quality of teaching of the permanent teaching staff is a clear strength of the school. As a result, pupils learn very effectively. These judgements are based on lessons seen and evidence from scrutiny of pupils' work from all year groups. The strengths in teaching are having a clear impact on the good overall achievement of pupils as they move through the school. Particular strengths centre on the teachers' detailed knowledge of each pupil's needs. Pupils with special educational needs are taught very effectively and receive good support. There is a shared understanding and motivation amongst the teaching staff that pupils of all abilities will do well. Teachers therefore have very high expectations of the pupils and set challenging work for them. Lessons are well organised and effectively prepared and planned. English and mathematics, and the basic skills of literacy and Numeracy, are taught very well. Teachers reflect on their own practice and are keen to develop their ideas and expertise. Many examples of very effective marking in English and mathematics were evident. Teachers praise pupils for what they have done well but always add a comment which specifies what they could do to make their work even better. This helps them to make the small steps necessary to improve their standards and contributes well to their learning.

During the inspection, lessons taken by a supply teacher did not match the high quality of teaching seen elsewhere in the school. A poor lesson and weaknesses in

another lesson judged satisfactory were having a detrimental effect upon pupils' learning. The evidence from inspectors' scrutiny of pupils' work from this particular class over the last year shows that this is by no means typical and the pupils in this class learn as effectively as others in the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Planning in English and mathematics is detailed and caters well for pupils of varying abilities, including those that are gifted and talented. There is a very broad programme of activities and visits to enrich pupils' learning. Links with the community are very good. Aspects of information and communication technology and science are not covered fully enough in Years 3 to 6.
Provision for pupils with special educational needs	Good. They are identified at an early stage and a good range of additional support is organised for them. Learning support assistants are effective. Some of their targets for learning could be more specific.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' personal growth and fulfilment is clearly emphasised. Provision for moral development is excellent and social provision is very good. Pupils are encouraged to reflect on a personal level and develop their awareness of citizenship and world issues.
How well the school cares for its pupils	Good. The headteacher and staff know pupils very well. A good amount of data from tests is collated and used well to track each pupil's progress from year to year. Arrangements for calling registers and supervising pupils at playtimes are unsatisfactory.

There is no unified system in place for recording pupils' ongoing progress in relation to the skills, knowledge and understanding they need to acquire from when they first enter to when they leave the school. The school works very successfully with parents who are highly supportive and value what it does for their children. The register is not called until after the morning assembly which means the school cannot be sure which pupils are present from the beginning of the school day. The supervision at playtimes, especially of the 'blind' areas, is not vigilant enough.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Good. There is a clear sense of direction and strong and shared commitment to pupils reaching high standards. All

headteacher and other key staff	work effectively as a team. Staff know the school's priorities and the action to be taken though these are not clearly outlined in the school development plan. Co-ordinators lead their subjects well and have a good impact on the quality of teaching and learning, particularly in English and mathematics.
How well the governors fulfil their responsibilities	The governing body is effective. Statutory responsibilities are fulfilled well. They are well informed about the school's strengths and weaknesses and the standards pupils attain. Governors have not fully established ways of finding out for themselves the quality of education that is offered so they can be confident how the school is providing for pupils, from first hand experience.
The school's evaluation of its performance	Good. Test results are analysed carefully and compared to national figures and the performance of other similar schools. A good monitoring system is in place; the headteacher and co-ordinators evaluate how well pupils are doing and identify areas that can be further improved.
The strategic use of resources	Good. Funding is used appropriately and effectively. The new computers were being used regularly and appropriately during the inspection.

The school uses the principles of best value satisfactorily. Competitive quotes are sought for any work to be carried out or purchases made. Spending is not compared with other schools nationally.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school• Children's behaviour is good• The school is well led and managed• The school helps children to become mature and responsible• The school expects children to work hard• The teaching is good	<ul style="list-style-type: none">• A few parents feel the school does not work closely with parents and they do not receive enough information on how their child is progressing.

The inspectors' judgements support all the aspects parents identified as strong. Inspectors found the schools links with parents were very good and the information they received was satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils reach high standards in English and mathematics because the teachers have detailed knowledge of each pupil and a good understanding of what each needs to do next to improve.

1. Pupils have plenty of opportunity to write. Teachers are highly aware of the capability and potential of each pupil and they plan very effectively to help pupils take the next step to help them improve their standards. In Year 1, for example, higher attaining pupils are encouraged to vary the way they start sentences. By half way through the year, they are starting sentences with 'Then he began to go back...' to introduce a sense of time into their stories. They are also encouraged to use imaginative language from an early age. One higher attaining pupil in Year 1 wrote, 'Deep and dark in a forest, there lived a cat, a duck and a squirrel.' This is far exceeding the expectations for this age. This good emphasis on broadening pupils' use of words and phrases to capture the interest of the reader continues into Year 2 and by the age of seven, pupils are confident writing in a good range of formats and styles. Basic skills such as spelling and handwriting are taught well so that, as well as broadening their vocabulary and powers of expression, pupils are also learning the grammatical knowledge they need. By the time they leave the school, many pupils have a flair for writing. They tackle extended pieces of work and are adept at writing in a range of styles and for different purposes. Many examples of striking and imaginative turns of phrase were seen in pupils' written work. During the creative writing week, for example, one Year 6 pupil wrote 'My Dad is shouting words that in my tiredness I do not understand.'
2. Pupils develop a good grounding in numeracy in Key Stage 1 and work out problems using their knowledge of number. They find missing numbers in a sequence, for example, working with money to find out what the missing number is in between 1p and 5p. By the end of Year 1, many pupils are already working at standards more typical of pupils a year older. The work in pupils' books continues to build upon their previous learning in a systematic yet challenging way so that, by Year 6, pupils are far exceeding the expectations for their age. In Year 4, for example, pupils tackle work on decimals that is well ahead of what is normally found at this age and in Year 5, they are working out different fractions of numbers up to 1000 which, again, is better than is normally found.
3. Teachers have an acute knowledge of the stage each pupil has reached at any one point and what they need to do to improve. If a pupil needs extra support with basic spelling, they may join a different class for a specific part of the literacy session or work in a small group with a learning support assistant on a tailor-made programme. There are several pupils who have particular talents in subjects such as science and mathematics. In these

cases, they work with older pupils but only when the focus of the lesson is appropriate to their particular needs. Again, this is based on the teachers' detailed knowledge of each pupil's stage of development. They know these pupils' weaknesses as well as their strengths and judge when it is best to move them to work with older pupils and when they need to remain with their class. This flexible approach was seen to be working well during the inspection and scrutiny of pupils' books showed that pupils who needed additional help, as well as the higher-attaining ones, were making good progress over time. Another way in which teachers work flexibly, for the benefit of the pupils, is by sharing their expertise and exchanging classes when appropriate. For example, one teacher with particular expertise in story-writing will teach this to another class while the other teacher takes handwriting with her class. The music co-ordinator also takes the oldest pupils in the school for music to ensure they are working at an appropriate level for their age. The school is small, with a limited number of staff and this is a good way of ensuring teachers' respective strengths are used well.

4. Teachers mark pupils' work very effectively in English and mathematics to help pupils improve their standards and pinpoint exactly what they need to do next. In all classes, teachers mark work with a positive comment and a suggestion as to how they can improve. In some cases, they use marking to pose additional questions to add an extra degree of challenge. In Year 1, for example, when pupils had been breaking down numbers up to 100 to work out how many tens and how many units there were, the teacher asked a higher attaining pupil to try and use the same method for 132. In other cases, teachers provide tips. One wrote on a child's mathematics book, 'If all of it is hard to keep in your head, write your workings down.' This good quality marking is having a positive impact upon pupils' learning and contributing to their good achievement.

The headteacher and staff place clear emphasis on pupils' moral and social development. This means pupils have very good attitudes to learning and their behaviour is exemplary. They enjoy school and form very good relationships with one another.

5. The headteacher takes a prominent role in promoting an ethos in the school where pupils' moral and social development is fostered very effectively. The school has a calm and purposeful atmosphere and there is a very clear emphasis on pupils' personal wellbeing. All staff are very good role models for pupils. They are warm and encouraging. There is a strong sense of teamwork amongst the staff and this has a positive influence upon pupils' attitudes and behaviour. Pupils relate very well indeed to adults and to each other. Parents who attended the pre-inspection meeting expressed their appreciation for the caring approach of staff in the school and the fact that all pupils were valued as individuals.
6. An assembly during the inspection had a clear focus on moral and social issues. The headteacher reminded the pupils of the story of Moses in the

desert, when food was scarce. Through learning about this story, and relating it to current day famine in the Middle East, pupils learned how easy it is to take food for granted. They were encouraged to think about times when they had plenty of food, at parties for instance. This assembly was effective in developing pupils' awareness of world issues and prompting them to reflect on a personal level. Throughout the assembly, pupils listened attentively and showed they cared about hardship and suffering.

7. The pupils' have very positive attitudes to school. They enjoy coming to school and respond very well in lessons. In one Year 3 and 4 mathematics lessons, hands shot up during the first oral and mental calculation session. They kept persevering when they could not at first work out an answer and the atmosphere was immensely studious. Pupils organise themselves quickly and very sensibly when they move from whole class work to group or individual tasks. When working independently, they readily help one another with their work. In one Year 2 science lesson, pupils worked very hard on the practical task to find out what happens to the body when you exercise. They were animated and very well motivated, commenting to each other about the predictions they had made earlier and whether they were right. Boys and girls worked very well together so that all pupils were included in the activity.
8. Circle time sessions make a good contribution to promoting pupils' social and moral awareness. In a reception and Year 1 circle time, pupils showed that they understood the importance of being a good friend. Most pupils thought of a quality they liked in a friend and many of them commented on how important it was to care and look after one another. The teacher valued all pupils' contributions and reinforced the importance of listening carefully to one another. This was an effective session from which pupils' clearly benefited.
9. The behaviour in the school is excellent. Pupils move around the school sensibly. They enter assembly in silence and sit and wait patiently, listening to the music that is playing. No signs of inappropriate behaviour were seen at all during the inspection. Pupils are polite and friendly; they open doors for one another, teachers and visitors. They play very well together in the playground. Even though some of them are playing out of sight of an adult, they know that they are expected to behave well and do so.

The quality of teaching of permanent staff is very good and this helps pupils to learn at a very good rate and to make good progress.

10. The quality of teaching of the permanent staff is very good. Teachers plan and prepare their lessons very carefully, catering very well for pupils of differing abilities, particularly in English and mathematics. Teachers make sure that the pupils themselves know what is expected of them.

11. In a Year 2 literacy lesson, for instance, the teacher gave extra advice to a group of pupils with special educational needs on what they could do if they found the work difficult. This enabled these pupils to work independently and make good progress.
12. Teachers have very high expectations of the pupils and they readily give praise when the pupils do well. They are encouraging in their manner and how they address the pupils. In a highly effective Year 3 and Year 4 mathematics lesson, the teacher adapted her questions in the oral and mental session to the differing abilities of the pupils, giving much more challenging tasks, for example, to the higher attaining pupils. The teacher kept firing questions, which became progressively more difficult and this made the pupils concentrate exceedingly well. They relished the challenge and showed great determination to find the correct answer. Again in a Year 2 literacy lesson, the teacher made the pupils feel proud of their work by saying they were 'this far off the best class in the world,' whilst holding up her thumb and first finger at a little distance. The pupils beamed and this spurred them on to continue working hard throughout the lesson.
13. Teachers use targets well in English and mathematics to encourage pupils to focus on particular aspects that they need to improve. In a reception and Year 1 English lesson, for example, the teacher had set group targets, in one case to 'form all letters consistently with accurate size'. This is an effective way of helping pupils to know what they need to concentrate on over a short period of time. The pupils have a clear understanding of their targets and they are keen to reach them.
14. A good feature of the teaching is the range of methods that teachers use to enliven learning. In several lessons, pupils had opportunities to work with a partner. One teacher explained to them 'two heads are better than one' and this encouraged them to work together and help each other. In a very effective lesson with the youngest pupils, the teacher set a task for pairs of pupils to write captions on their whiteboards, based on a non-fiction text. She had already assembled a word bank on the board during the first part of the lesson and pupils were able to use this as well as their partners' suggestions to help them spell the words they needed. These two methods were successful and helped pupils to learn effectively.
15. Teachers work effectively with learning support assistants and make sure they are well briefed. This means that the learning assistants know exactly what needs to be done in relation to different pupils to help them learn. In one effective mathematics lesson, for example, an assistant worked alongside a particular pupil during the oral and mental session to help him work out the answers to the teacher's questions. This was done quietly but effectively and her extra questions and explanation helped this pupil succeed in working out some answers.
16. The strengths seen in the teaching of the permanent staff during the inspection were reflected in the inspectors' detailed scrutiny of pupils' written

work over the last year. Here, there was clear evidence of teachers' high expectations of pupils, the good degree of challenge placed upon the pupils and the good quality ongoing assessment in English and mathematics. Parents recognise the strengths in the quality of teaching and 97 per cent of parents who responded to the questionnaire stated that the teaching in the school was good.

There is strong teamwork in the school. The good leadership and management means there is a firm focus on looking at ways in which the school can improve and a clear commitment to every child fulfilling his or her potential;

17. There is a clear and strong commitment in the school to ensuring all pupils do their best, both academically and personally. The headteacher plays a prominent role in this respect. He establishes a clear sense of direction and purpose and is very well supported by his team of teachers and other staff. The parents recognise the strengths in the leadership of the school and 99 per cent of those who responded to the questionnaire felt the school was well led and managed. At the parents' meeting, many praised the headteacher's leadership and agreed he was a 'driving force...pushing the school forward.'
18. The strong leadership and management has been instrumental in maintaining the high standards that pupils reach. Although the school's results have often placed it in the top five per cent of schools nationally, particularly by the end of Year 2, there is a determination to improve standards further. The headteacher and teachers look carefully at what aspects could still be improved. Up to now, the focus has mainly been on English and mathematics. Here, there is some very effective practice in how the co-ordinators lead their subjects. A good programme of monitoring and developing teaching is in place and this has clearly had a good effect upon the overall quality of teaching and learning, which has improved greatly since the last inspection. The co-ordinators for these subjects look at pupils' work on a systematic basis and observe other teachers teach. In this way, they have a good knowledge of the quality of provision across the school and the achievement of pupils in each year.
19. All staff are dedicated and work very closely as a team. This was very evident during the inspection. The teachers know pupils very well, even those in different classes from their own. Teachers support one another well and share their skills. The ethos of the school is very much focused on everyone working together for the benefit of the pupils.

Parents very much appreciate the school and all the staff do for the benefit of their children. Their support is an important factor in pupils' attitudes and progress and the overall success of the school.

20. Parents are highly supportive of the school. The analysis of the parents' questionnaires shows that the great majority of parents are happy with all aspects of the school's work. This was confirmed by those parents who attended the pre-inspection meeting with the registered inspector.
21. The headteacher, governors and staff value their partnership with parents. The prospectus states this clearly and, as a result, parents feel welcome in the school. Even parents new to the school, whose children had only recently started, valued the welcome they had been given to the school. The school is 'open' to parents and they appreciate the fact that they can approach the school at any time if they have a concern.
22. In particular, parents speak highly of the friendly atmosphere in the school and the degree of care that is shown to their children. Parents of children with special educational needs spoke at the meeting of the good support they had received. They are kept regularly in touch and feel well informed about how their children are progressing.
23. Parents recognise all the school does for their children's social development. There is a very good range of extra-curricular activities, considering the relatively small size of the school, and a very good number of events and visits are organised for the benefit of the pupils. The school works hard at making sure every child is included in some way. For example, parents like the fact that every child who wants to has a turn to be in the football team.
24. The parents' good support of the school is reflected in the pupils' positive attitudes. They like coming to school and enjoy learning.

WHAT COULD BE IMPROVED

Pupils should be reaching much higher standards in information and communication technology (ICT) by the time they leave the school

25. Until recently, the school has not been well placed to teach the full programme of study in ICT, particularly in Key Stage 2. With the completion of the new building programme, and the expansion of ICT resources, the school now has a computer area where groups of pupils can follow the planned programme. The software to support Key Stage 2 is still in the process of being ordered. As a result, pupils' standards are not as high as they should be by Year 6.
26. Discussions with the oldest pupils in the school show that they have had a limited range of experience using computers to support their learning in different subjects. They have some knowledge of word processing but little experience of using computers for other tasks. Their knowledge of using spreadsheets and databases is limited. They have not had enough opportunity to use computers to control events, such as switching lights on or off, or controlling a robot; nor have they used computers to monitor changes,

in weather conditions, for example. Some of this work was covered on a residential trip to the Isle of Wight, for Year 5 pupils, which had a particular ICT focus. Nevertheless, pupils are not building progressively upon what they have learned in previous years to make sure they have the necessary skills and knowledge expected for this age.

27. The school has identified this as a priority for development. The planning has been revised and shows adequate coverage of the programmes of study. Staff are currently receiving training to develop their skills and a wider range of software is in the process of being ordered.

There could be a better balance in how science is taught in Key Stage 2 to make sure pupils' scientific enquiry and investigative skills are as well developed as their scientific knowledge;

28. Pupils reach very high standards in science. Scrutiny of pupils' work and discussions with pupils show that they spend a good deal of time working on exercises based on commercially produced textbooks, which cover the knowledge they require for the national tests. Pupils in Key Stage 1 do undertake practical work which develops their ability to ask questions, explore patterns and investigate ideas. In Year 1, for example, they find out how their taste buds respond to different foods when they are blindfolded and investigate what plants need to grow successfully. In Year 2 they investigate the effect of heat on chocolate and what happens to grass if it is covered for a week. They find out what happens to celery if it is put into blue then red dye and what happens to the length of a shadow during the day. These investigations help pupils to use their knowledge in a practical context, make predictions and learn how to present their findings, using, for example, tables and labels.

29. During Key Stage 2, pupils have far fewer opportunities to undertake this type of investigation. They spend most of their time assimilating factual knowledge of science. Whilst this puts them in a strong position when it comes to the national tests, because it is this aspect that is predominantly tested, it means they are not covering the requirements of the programme of study sufficiently. More importantly, they are not learning the crucial skills of scientific enquiry and investigation that need to run alongside knowledge about science. Discussions with pupils show they are not used to making hypotheses, designing and setting up their own experiments and investigations to test their predictions, or recording evidence systematically, using a range of methods.

The systems for registering pupils and supervising them at playtime are not organised or monitored well enough to provide adequately for the pupils' health and safety.

30. Registers are not taken at the beginning of the morning, as is usually the case, but are called at the end of assembly. This means that the school cannot be sure which pupils are present or absent from the very beginning of

the school day. When registers are called these are not sent to the school office. This is prudent in case of fire, as they can be quickly taken to the gathering point and pupils checked off. Registers are not always filled in correctly, according to the requirements, or in some cases are not filled in at all. Again, this makes it impossible for the school to be sure who is present and who is not, which is essential in the case of an incident such as a fire. This issue was also raised as a weakness at the last inspection and has not been adequately addressed.

31. There are several blind spots in the school playground. Groups of pupils play out of sight, amongst the trees or behind a solid fence in areas which cannot be easily monitored unless staff move around and keep a watchful eye. During the inspection, this was not done effectively. The pupils are exceedingly well-behaved and no instances of rough or inappropriate behaviour were observed. Nevertheless, the school needs to improve the procedures for supervising pupils to guard against accidents happening and take all suitable steps to ensure pupils' welfare and safety.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In order to improve further the standards and quality of provision in the school, the governors, headteacher and staff should:

(1) improve pupils' standards in ICT by Year 6, by:

- building teachers' confidence and expertise in the use of ICT to support pupils' learning*;
- ensuring the full statutory Programmes of Study for ICT are implemented during Key Stage 2;
- broadening the range of resources to support teaching and learning in Key Stage 2*;
- involving the co-ordinator in monitoring the quality of provision and pupils' standards across the school.

(paragraphs 25 – 27)

* the school has already identified this as a priority area

(2) improve pupils' skills of scientific enquiry and investigation by:

- ensuring this aspect of the science programme of study is planned for and that pupils in Years 3 to 6 have regular opportunities to develop these skills;
- involving the co-ordinator in monitoring pupils' work and the quality of teaching.

(paragraphs 28 – 29)

(3) ensure that clear procedures are established for how pupils will be registered at the start of each morning and afternoon and monitor that this is followed consistently;
improve the effectiveness of supervision at playtimes.

(paragraphs 30 – 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	3	3	0	1	0
Percentage	7	43	21	21	0	7	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	118
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	30
English as an additional language	No of pupils
Number of pupils with English as an additional language	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	9
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	3.2
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	7	7	14

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	13	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	9	5	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	100 (69)	100 (94)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	11	14
Percentage of pupils at NC level 4 or above	School	64 (n/a)	79 (n/a)	100 (n/a)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. Numbers showing boys and girls separately have been omitted from the table because there are fewer than 10 pupils in each category.

Ethnic background of pupils**Exclusions in the last school year**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	103
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	23.6
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	78.75

FTE means full-time equivalent.

	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.

Financial information

Financial year	2000-2001
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	£
Total income	284,318
Total expenditure	277690
Expenditure per pupil	2524
Balance brought forward from previous year	13617
Balance carried forward to next year	20245

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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	108
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	0	0	1
My child is making good progress in school.	49	43	3	0	5
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	37	58	2	2	2
The teaching is good.	69	28	2	0	2
I am kept well informed about how my child is getting on.	48	39	8	3	2
I would feel comfortable about approaching the school with questions or a problem.	77	20	2	2	0
The school expects my child to work hard and achieve his or her best.	66	28	3	0	3
The school works closely with parents.	63	25	11	0	2
The school is well led and managed.	68	31	0	0	2
The school is helping my child become mature and responsible.	65	32	0	0	3
The school provides an interesting range of activities outside lessons.	51	43	5	0	2