

# **INSPECTION REPORT**

## **DELCE JUNIOR SCHOOL**

The Tideway, ROCHESTER

LEA area: Medway

Unique reference number: 118432

Headteacher: Michael Smith

Reporting inspector: Jillian Munday  
Rgl's OIN: 10989

Dates of inspection: 28 – 29 March 2000

Inspection number: 194837

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	The Tideway ROCHESTER Kent
Postcode:	ME1 2NJ
Telephone number:	01634 845242
Fax number:	01634 300063
Appropriate authority:	The Governing Body
Name of chair of governors:	John Stunell
Date of previous inspection:	20 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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<b>REPORT CONTENTS</b>	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
English and mathematics	
Teaching	
Pupils' personal development	
Links with parents	
Leadership	
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
Science	
Information Technology (IT)	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Delce Junior School is much bigger than other Primary Schools (448 pupils compared with the average size nationally of 226 pupils) and numbers are still rising. It is situated in a residential area on the outskirts of Rochester and is fully subscribed. The school serves an area of Local Authority Housing, some of which is now owner occupied, and an area of terraced housing.

The percentage of pupils eligible for free school meals is currently below the National average but all other indications are that the school serves an area where levels of socio-economic hardship are high. The percentage of pupils speaking English as an Additional Language (4.68%) is higher than in most schools. The percentage identified as having special educational needs (38%) is well above the national average although the current proportion of pupils with statements is lower than that seen nationally. 4.9% of pupils are members of minority ethnic groups and 13 pupils benefit from support through the Ethnic Minority Attainment Grant. The attainment of pupils on entry to the school is below average.

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

Delce Junior School is a very good school. Pupils make very good progress, especially in English and mathematics in which they achieve above average standards by the age of eleven. The school provides a high quality environment for learning and pupils' attitudes and behaviour are of a very high standard. The strengths of the school greatly outweigh its weaknesses.

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

- In English and mathematics standards are well above average when compared with all schools nationally and with similar schools. Pupils make very good progress as they move through the school. The school places great emphasis on the teaching of these two subjects.
- Good, well planned teaching, with high expectations for behaviour and achievement, lead to well developed working habits and successful learning.
- Pupils' attitudes to their work and their behaviour are consistently very good and are a credit to the school.
- The provision made for pupils' personal development through spiritual, moral, social and cultural opportunities is a significant strength of the school.
- The school has forged very good links with parents.
- The headteacher, governing body and senior staff provide very good leadership and give clear direction for the school's future development.

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

- In one or two areas the school's scheme of work for science does not fully match National Curriculum requirements and investigative science has not been improved sufficiently since the last inspection.
- Not all elements of the information technology (IT) National Curriculum requirements are being addressed currently and IT is not yet used sufficiently to support learning in other subjects.

*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 very good progress in a number of areas since the last inspection in January 1997. Standards in English, mathematics and science have improved at a rate faster than that seen nationally. Teachers now make better use of the National Curriculum in planning and assessing pupils' work and some very good target setting is developing for the whole-school, classes and individual pupils. Staff have engaged in considerable development work focusing on the way that assessment can be used in planning future work for pupils. Teachers are now using performance data, assessment information and knowledge of pupils' prior attainment to good effect in all their

planning for most subjects and to very good effect in English and mathematics.

The use of setting has had a good effect in ensuring that work of an appropriate standard is provided for pupils. There is a need to do more in science, and at times in lower ability sets, to make sure all pupils are challenged and supported at the right level. Although standards in the Year 6 science tests are above average, the weaknesses in investigative work have not been fully addressed since the last inspection.

The school has done everything possible to ensure that the time missed by pupils when they are withdrawn from lessons for additional activities is minimised. Missed work is covered retrospectively whenever possible.

The school is very well led and is well placed to continue to improve in all aspects of its work.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	C	A	A	well above average    A above average        B average                C below average        D well below average    E
mathematics	C	C	A	A	
science	D	C	B	B	

In 1999 standards in English and mathematics were well above average both nationally and in comparison with similar schools. Standards were above average in science. The work that Year 6 pupils were doing during the inspection confirmed these standards in English, mathematics and pupils' knowledge and understanding of science. The school has set challenging targets in these subjects for the current Year 6 and is well on course for achieving these. Pupils' knowledge and understanding of science during the inspection was average; elements of investigative science observed in two lessons were below average.

In the limited work seen during the inspection standards in music have remained above average. In history standards have improved and are now above average. Standards in art and design & technology, however, are not as high as they were in the last inspection. Current standards in IT are below average, although the school has good capacity for rapid improvement in this aspect of its work.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work and the values of the school are consistently maintained. Pupils are quiet, attentive, sustain concentration and have a very good work rate.
Behaviour, in and out of classrooms	Behaviour is very good and working relationships are of the highest quality.
Personal development and relationships	Pupils have a very good sense of moral responsibility, high personal esteem, a strong social awareness and conscience and a good understanding of their own and other heritages and cultures.
Attendance	Very good standards of attendance have been maintained.

The well ordered working community is a real strength of the school. Behaviour is always very good and pupils have a very positive attitude towards their learning.



## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	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 overall teaching observed during the inspection was good:

- 90% of lessons were satisfactory or better.
- Over 50% were good or better
- Over 20% were very good or excellent

In the best lessons teachers had high expectations of pupils, prepared challenging work, maintained a brisk working pace and used resources and equipment to the best effect. The management and control of pupils was very good in almost every lesson. Pupils with Special Educational Needs (SEN) and English as an Additional Language (EAL) are taught well and make satisfactory or good progress. The more able pupils are challenged through well planned and stimulating teaching. The National Literacy and Numeracy Strategies have been successfully implemented and teachers have established very good patterns of work using teaching strategies that have helped to improve standards and keep pupils confident and motivated.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of English and mathematics provision is very high. The curriculum provided for pupils is good overall with some weaknesses in science and aspects of subjects other than English and maths. The high proportion of teaching time given to literacy and numeracy has had an impact on the range and quality of other subjects, particularly art and design and technology. The school is fully aware of these issues and has good plans in place to target improvement in these subjects during the next academic year. Pupils enjoy and learn from a good range of extra-curricular opportunities, including sporting activities and educational visits.
Provision for pupils with special educational needs	Pupils with SEN achieve satisfactory standards. Some pupils that enter the school with low attainment make good or very good progress as a result of work that is targeted well to meet their particular needs. These pupils achieve well in the Year 6 National Curriculum tests.
Provision for pupils with English as an additional language	Pupils with English as an Additional Language are well supported in the classroom.
Provision for pupils' personal development including spiritual, moral, social and cultural development	The staff offer good role models to pupils and there are clear expectations of behaviour and conduct set down within the school's Code of Conduct. Through its curriculum the school makes very good provision for spiritual, moral and cultural development. The provision for social development is excellent. There is a good Personal, Social and Religious Education (PSRE) programme that positively supports pupils' personal development.
How well the school cares	The school prioritises this aspect of its work. Key principles of self-

for its pupils	esteem, relationships, values and discipline underpin its work.
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The school provides good opportunities for pupils' personal development. Spiritual, moral, social and cultural knowledge and understanding is reinforced in many subjects; these aspects remain strengths of the school. The full content of the National Curriculum is not evident in the planning of science and there is too little evidence of IT work being used currently to support the development of other subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very good leader and is supported by a strong senior management team. The governing body plays a very good and significant role in policy and decision making. Together they have created a very good ethos that promotes learning.
How well the governors fulfil their responsibilities	All statutory requirements are met.
The school's evaluation of its performance	The school makes good use of data in analysing its strengths and weaknesses. The monitoring of teaching and learning is carried out systematically in some subjects but has yet to be put in place in a planned way across all subjects.
The strategic use of resources	Time and other resources are very well used in lessons and have a positive impact on the rate of pupils' learning. Teaching and learning is fully supported by the good work of the learning support assistants. Booster classes have been managed well and have had a good impact on standards. SEN funding is spent appropriately to help raise the attainment of individual pupils.

Standards are well above average in English and mathematics and the quality of education is very good. Resources, staffing and accommodation are used very well to enhance learning. Leadership is very good at all levels and cost effective purchasing of goods and services is evident. Pupils make very good progress overall as they move through the school. The school provides very good value for money.

## 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>There are high standards of discipline</li> <li>The school upholds the highest respect for individuals and the community</li> <li>Staff work hard and are very approachable</li> <li>Academic standards are good</li> <li>Children are kept motivated and on task through appropriate praise and encouragement</li> </ul>	<ul style="list-style-type: none"> <li>In some years too much homework is given</li> <li>Limited extra curricular provision</li> </ul>

The inspection team endorse the positive comments made by parents. The amount and range of homework given to pupils is judged to be appropriate as is the range and type of extra-curricular activities. Any concerns raised by parents in these aspects of the school's work are considered to be unfounded.

## **PART B: COMMENTARY**

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

#### **In English and mathematics standards are well above average:**

The pupils achieve standards that are well above average in English and mathematics National Curriculum tests and the trend of improvement is greater than that seen nationally. Good implementation of the National Literacy and Numeracy Strategies, some very good teaching, and the setting arrangements have all helped to accelerate pupils' progress in these subjects.

#### **English:**

In the last inspection standards in English were above average and this picture has been sustained and, in end of key stage tests, improved upon. Pupils enter Year 3 with below average attainment. From this base, they make good progress, so that by the end of Year 3, and in Year 4, attainment in English is already average. This good progress continues and by the time pupils leave the school, attainment in English is above average, or better. In end of Key Stage 2 tests in 1999, attainment in English was well above average when compared with schools nationally and with similar schools. Although test results have fluctuated over the past four years they have remained above national averages and overall standards in English have improved at a rate faster than that nationally.

The national literacy strategy has been implemented whole heartedly and skilfully and this is helping to keep standards high. The setting arrangements in Years 4 to 6 are working well, and helping to raise standards, particularly that of average and more able pupils.

Pupils read well and are able to understand often challenging and complex texts. In Year 5, a group of pupils read Auden's poem "Funeral Blues" with feeling and interest. They approached it seriously, with great maturity, and showed considerable insight in discussion. They analysed the language used by Auden to communicate the depth of his feelings. In this way the quality of their own writing was significantly influenced and improved.

This deliberate and strong link made between reading and writing is powerful and helps improve the quality of pupils' writing. Most pupils in Year 6 write at the nationally expected level 4, and many pupils' writing exceeds this level. A strength of pupils' writing is their use of adventurous vocabulary. Pupils choose words and phrases carefully to give their writing colour and strength. They have a well-developed understanding of grammar and this helps them to write effectively and at a high level. They write in a range of styles and for different purposes. There are many examples of well written poetry on display and writing is also used to good effect in other subjects such as history. Handwriting and spelling are also well developed and of a good standard and this helps pupils to achieve well in end of key stage tests. Standards in speaking and listening are high. Pupils speak well and take part in group and whole class discussions with confidence and maturity.

There are a few pupils in Years 5 and 6 whose punctuation and spelling skills are weak and this prevents them from reaching expected levels of attainment in writing. There are also some pupils who are not using a fluent and joined script and this too prevents them from reaching the expected National Curriculum levels for their age, when other aspects of their writing are at that level.

#### **Mathematics:**

The school is successfully implementing the National Numeracy Strategy. Lessons are planned well and structured to ensure pupils develop their mental maths abilities as well as computational and problem solving skills. The setting of pupils in all years has enabled teachers to focus well on the needs of particular groups. Above average pupils and boys have made particularly good progress in mathematics over the past four years.

In Year 3 pupils have a good understanding of fractions, have begun to use decimals, know their tables up to and beyond 5x, can use a calculator correctly and have experience of measuring and recording using simple bar graphs. By the time they leave the school many pupils are articulate and fluent when explaining their work and justifying their methodology. In Year 6 most pupils

demonstrate good mental ability making quick and accurate responses to questions where whole numbers and decimal numbers are halved, doubled, divided and 'rounded'. They can work to three decimal places, carry out systematic investigations, understand the laws of probability, have an appropriate knowledge of geometry and make good use of mathematical language.

Teachers have high expectations of pupils. They make lesson objectives clear to pupils, maintain a brisk pace, set time targets for the completion of work and use questioning very effectively to test pupils' knowledge and understanding. Pupils are encouraged to 'have a go' and 'talk through what you are doing'. The teaching of maths is always satisfactory and in over 60% of cases is good or very good. However, on some occasions the lessons provided for the lower sets lack pace and inspiration.

Pupils have very positive attitudes to mathematics and respond well to challenges in lessons. They are attentive, apply themselves very well to their work, and answer questions with enthusiasm and confidence. They work independently and collaboratively as required and are eager to pursue their activities. As a result they learn quickly and make very good progress.

**Good, well planned teaching, with high expectations for behaviour and achievement, leads to well developed work habits and successful learning**

The overall quality of teaching is good, with 9 out of 10 lessons satisfactory or better and over half of all lessons good or better. In over one fifth of lessons, teaching is very good or excellent. This is undoubtedly a significant factor in the very good progress that pupils make, and the above average attainment by the time pupils leave the school.

Particularly successful features in teaching are:

- the very good management of pupils in almost every lesson, coupled with high expectations for conduct lead to very positive attitudes, good levels of concentration, well developed working habits and very good or excellent behaviour;
- well planned lessons, with clear and precise objectives and carefully sequenced activities promote structured and effective learning;
- time is seen as a precious commodity and used extremely well. Every moment is planned for and no time is wasted. Lessons have a brisk pace and this, along with good use of resources, makes learning efficient so that a great deal is learned and achieved in the school day;
- a wide range of effective questioning strategies are used to assess and deepen pupils' understanding and to move their thinking forward;
- teachers have good subject knowledge and understanding, particularly in literacy and numeracy, and this, coupled with high expectations for achievement, means that pupils, and particularly higher attainers, work at a challenging level;
- teachers deliberately make good use of the language of English grammar and numeracy. They teach pupils to understand what they are doing and to be able to explain their strategies and thinking processes;
- learning and teaching is supported well by the work of learning support assistants. This helps groups of pupils and individuals to focus on key learning objectives and improves their concentration and learning;
- on occasions teaching is excellent and inspirational. For example, in a literacy hour in Year 5, the teachers' own very well developed love and respect for high quality poetry, and her understanding of the techniques the poet uses to create powerful feelings is infectious. It creates in pupils the aspiration, and gives them technical skills, to attempt to do the same in their own group poem about war.

Within this very positive picture of the teaching at Delce Juniors, there are some aspects of teaching where there is room for improvement. For example, there are occasions, particularly with lower sets, when lessons lack pace and teaching strategies are more limited or less inspirational. There is some over reliance on routine work-book exercises. Such lessons, whilst not unsatisfactory, do not fully engage pupils or capture their whole involvement, and this reduces their progress. There is some lack of teachers' knowledge in science.

**Pupils' attitudes to their work and their behaviour are consistently very good and are a credit to the school**

The successful creation of a happy, industrious and well ordered working community is a real strength. Pupils know that, at Delce Junior School, they are expected to behave well and in lessons, they are there to listen, pay attention and work. They also value their learning and achievement. There is a tangible "it's good to work hard and succeed" culture within the school. For example, a Year 6 set enter the class quietly, on time, sit down and look immediately and expectantly at the teacher. This enables teaching to begin straight away, within thirty seconds of the pupils opening the door to enter. Such a good working climate has been carefully structured and worked at over a period of time. It is of great credit to the pupils, as well as to all adults, in the school who contribute to this very positive ethos.

Pupils' behaviour in classrooms, assemblies and around the school is very good. Pupils move around the building sensibly and calmly. They are friendly, happy and kind to each other. They treat each other, and the things around them, with respect. During the inspection no incidents of unpleasantness or significant misbehaviour between pupils were noted. Pupils' behaviour is particularly good, and often excellent, in lessons. This in turn has a positive impact on pupils' approach to learning. They have very good attitudes to their work. They are usually quiet and attentive which enables them to focus on the work in hand and sustain concentration well, often for long periods of time. Well-established working habits and a good work rate were noted in a high proportion of lessons. Pupils have high self-esteem and are confident and keen when taking part in discussions and answering questions. The very few occasions when attention wanders are in lessons which are at too low a level to sufficiently involve and inspire pupils.

Pupils work well together collaboratively, in pairs and in small groups. This is of great benefit to them and means that they can get the most out of group work in drama, musical composition and other lessons.

Pupils have good manners and are polite to visitors. They are keen to be helpful. They willingly direct visitors to rooms and stand back or open doors when appropriate to do so. They are proud of their work and show it and talk about it with confidence and interest. They are respectful and considerate of each other and adults.

### **The provision made for pupils' personal development through spiritual, moral, social and cultural opportunities is a significant strength of the school**

The provision for pupils' personal development is a significant strength of the school. The staff offer good role models to pupils and the expectations of behaviour and conduct set down within the school's Code of Conduct are consistently reinforced by teachers. Pupils demonstrate the ability to work independently and can carry out roles of responsibility. Many pupils show mature attitudes and good levels of tolerance and understanding of others' needs.

The school makes very good provision for spiritual, moral and cultural development through the curriculum and the provision for supporting pupils' social development is excellent. There is a very effective personal, social and religious education (PSRE) programme that makes a significant contribution to pupils' personal development.

Pupils' spiritual awareness is evident in a range of lessons including PSRE, geography and literacy. In discussions seen in PSRE and literacy lessons pupils demonstrated a good understanding of other religions, traditions and ceremonies and were able to empathise and make comparisons. The study of a range of poetry in Years 5 and 6 encourages pupils to develop a sense of beauty and peace. School assemblies make a good contribution to pupils' spiritual development.

There is strong reinforcement of pupils' moral values through teachers' expectations of conduct and relationships. Pupils are able to recognise moral obligations and dilemmas, both in their own experience and in the lives of others, for example in the context of studying times of war in history. Pupils clearly demonstrate an understanding of right and wrong.

There are very strong working relationships at all levels in the school and pupils are able to work very effectively in small groups or teams. Pupils demonstrate high levels of social awareness and conscience, supported by well developed social and communication skills. They listen well to others and respect their contribution to the work of the whole group or class.



Work in RE, music, literacy, art and the humanities makes an effective contribution to pupils' cultural development and many pupils demonstrate a good understanding of their own and other heritages and cultures.

### **The school has forged good links with parents**

The school works very well in partnership with parents and this provides an effective contribution to pupils' learning and standards of achievement. There has been an improvement in this aspect since the previous inspection. Detailed curriculum information for each year group is now issued to parents each term. This followed the identification of a minor weakness in the previous inspection report and in a bi-annual questionnaire of parental satisfaction which the school now issues. This questionnaire has directly led to priorities being included in the School Development Plan, such as better access to information technology and extra-curricular activities for younger pupils, which have now been set up.

Information for parents is very clear and concise. The Home School Agreement and new homework policy have been set up within the last few months. Timetables for each year group show clearly what homework is expected and when it should be handed in. Pupils are given two nights to complete work and the time to be spent on it is reasonable. Parents are asked to check work and sign homework diaries. Pupils' annual reports are well written and give very good information about progress in core subjects and the pupils' attitudes to work. Parents are also given verbal reports on progress at consultation evenings. Pupil targets are set at this meeting in consultation with parents.

### **The Headteacher, Governing Body and senior staff provide very good leadership and give clear direction for the school's future development**

The Headteacher is a very good leader and offers clear direction for the school's future development. The school's strengths and weaknesses are thoroughly analysed and priorities for development are systematically pursued. Staff, resources and the budget are used very well in securing a high quality education for pupils in the school. Teachers are motivated by this positive leadership, are included in the decision making processes within the school and are supported in practical ways in their classroom work.

The Senior Management Team works very effectively as a team to promote high standards. They are committed and focused on school improvement, believing that all pupils can succeed. Their role in the analysis of data, in monitoring, evaluation and review is impressive. Heads of Year make a valuable contribution to the running of the school through their management of day-to-day procedures.

The school's literacy and numeracy consultants have given very strong leadership in implementing the national strategies in their subjects and by acting as exemplars of good practice. All other staff have a clear understanding of their individual roles and responsibilities and of their contribution to school improvement. The headteacher, governors and senior staff are aware of the need to refocus attention on subjects other than English and mathematics and have planned these developments to take place in line with the National Curriculum 2000 implementation. They also have in place an effective monitoring, intervention and support strategy aimed at contingency to improve standards of teaching and learning where areas for development are identified. Curriculum development decisions are clearly identified, resources are allocated and progress is very systematically monitored.

The Governing Body fulfils its responsibilities effectively. It supports and challenges the school and plays a significant role in policy and decision making. The committee structure within the Governing Body is used well to undertake the monitoring and review of the school's work.

Overall, the school functions very efficiently. Procedures and systems are clear, priorities are carefully analysed and effective action is taken to improve standards and quality.

## **WHAT COULD BE IMPROVED**

**Planning in science does not always fully match National Curriculum requirements and investigative science is a continuing weakness**

The planning of the science curriculum does not always closely match the requirements of the National Curriculum. In some activities the content is not well matched to pupils' ages, for example the work which focuses on the senses of smell and taste in Year 4 which was pitched at too low a level. The quality and range of investigative science remains a significant weakness since the last inspection. Many investigations are over-prescriptive and provide pupils with too few opportunities for decision making or problem-solving. Other investigations lack focus and do not involve appropriate levels of measuring or quantifying to inform secure scientific conclusions. Methods of recording scientific evidence are too limited.

**Not all elements of the Information Technology (IT) National Curriculum requirements are being addressed currently and IT is not yet used sufficiently to support learning in other subjects.**

Not all elements of National Curriculum information technology (IT) are currently addressed in the taught curriculum; in particular the requirements of monitoring external events with sensors and of controlling screen images or devices by creating a series of instructions. The aspect of modelling, using IT software, is also relatively under-developed. In addition to this IT is not yet used sufficiently to support learning in other subjects. However, the significant purchase of new hardware and software coupled with the ICT action plans that are in place mean there is good potential to bring about significant improvements to pupils' experiences and standards of attainment in this curriculum area.

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

The school should now:

1. Develop the science curriculum so that:
  - The range and quality of investigative science work is improved.
  - All pupils learn the appropriate scientific skills, knowledge and understanding for their ages and ability;
2. Ensure effective use is made of the new ICT facilities so that:
  - Pupils engage fully in all elements of the National Curriculum for IT;.
  - IT skills are widely used to enhance and enrich learning in other subjects especially English, mathematics and science.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
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
3 %	19 %	30 %	38 %	8 %	3 %	0 %

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

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	448
Number of full-time pupils eligible for free school meals	64

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	166

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
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 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	45	61	106

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	41	41
	Girls	50	50	53
	Total	88	91	94
Percentage of pupils at NC level 4 or above	School	83 ([67])	86 ([60])	89 ([71])
	National	70 ([65])	69 ([59])	78 ([69])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	34	41
	Girls	48	48	51
	Total	79	82	92
Percentage of pupils at NC level 4 or above	School	75 ([68])	77 ([68])	87 ([72])
	National	68 ([65])	69 ([65])	75 ([71])

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	15
Pakistani	0
Bangladeshi	3
Chinese	1
White	423
Any other minority ethnic group	3

*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: Y3 – Y6**

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	26.4
Average class size	29.9

#### **Education support staff: Y3 – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	157

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	757872
Total expenditure	819853
Expenditure per pupil	1513
Balance brought forward from previous year	95600
Balance carried forward to next year	33619

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

### **Questionnaire return rate**

Number of questionnaires sent out	450
Number of questionnaires returned	181

### **\* Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	46	4	1	
My child is making good progress in school.	53	44	1	1	1
Behaviour in the school is good.	44	52	2		1
My child gets the right amount of work to do at home.	35	49	14	2	1
The teaching is good.	52	46			2
I am kept well informed about how my child is getting on.	38	44	16	1	2
I would feel comfortable about approaching the school with questions or a problem.	56	37	4	2	1
The school expects my child to work hard and achieve his or her best.	65	33	1		1
The school works closely with parents.	36	49	12	2	1
The school is well led and managed.	62	33	3	1	2
The school is helping my child become mature and responsible.	51	43	3		3
The school provides an interesting range of activities outside lessons.	27	38	15	6	14

### **Other issues raised by parents**

There were no other significant issues raised by parents.

\* Percentages may not always total 100% due to the rounding up process.