

# INSPECTION REPORT

## **STOCK C OF E VC SCHOOL**

Stock, Ingatestone

Nr Chelmsford

LEA area: Essex

Unique reference number: 115120

Headteacher: Miss Heather Parsons

Reporting inspector: Mrs Ann Coughlan  
21124

Dates of inspection: 24 – 25 September 2001

Inspection number: 195264

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary school  
School category: Voluntary controlled  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed

School address: Swan Lane  
Stock  
Ingatstone  
Essex

Postcode: CM4 9BQ  
Telephone number: 01277 840265  
Fax number: 01277 840587

Appropriate authority: The Governing Body  
Name of chair of governors: Mrs Kay Blackburn

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21124	Ann Coughlan	Registered inspector
13336	Ian Adams	Lay inspector
28014	Peter Buckley	Team inspector

The inspection contractor was:

Serco QAA Ltd  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

This voluntary controlled primary school is slightly smaller than average with 190 girls and boys on roll aged between four and eleven years. The school serves the village of Stock but around half the pupils come from Billericay and other neighbouring villages. The school has identified eight per cent of pupils as having special educational needs but no pupils have a statement of special educational need. Both these are well below the national average. The percentage of pupils from ethnic minorities is below the national average. Most pupils come from socially and economically favoured backgrounds and the number of pupils eligible for free school meals is below average at 3 per cent. The school admits children at the beginning of the term in which they become five year olds. Most have experienced some pre-school provision and their attainment on entry is above average.

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

This is an effective school, with many good features, that meets its Christian aims very well. Pupils attain high standards in their academic and personal development owing to good teaching. The headteacher and deputy headteacher are maintaining the school's very positive ethos for learning and have introduced several initiatives to improve provision. The school gives good value for money.

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

- Pupils attain high standards in English, mathematics and science by the time they leave the school because of good and very good quality teaching.
- The pupils enjoy coming to school and are eager to learn because the staff provide interesting lessons and other activities. Strong links with the church and the local community broaden their experiences.
- Pupils' behaviour is very good because the school makes very effective provision for their moral and social development.
- Parents are very pleased with the school's work and support it strongly; this has a positive impact on pupils' learning.

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

- Standards in information and communication technology
- The governing body's procedures for ensuring that all pupils and staff work in a safe environment

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

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

The school has made good progress since its last inspection in 1997. It has continued to raise standards in the core subjects and successfully addressed weaknesses identified at that time; there has been good improvement in the structure of the curriculum and how the school monitors what is being taught. The school has implemented the National Literacy and Numeracy Strategies effectively. There has been satisfactory improvement in developing manageable and thorough systems to monitor pupils' progress and attainment. These are of good quality for mathematics and English and are used effectively to plan what pupils need to learn next. The school is aware that

further work is needed on monitoring pupils' progress in other subjects. The introduction of new policies on behaviour and homework is already beginning to have a positive impact.

## 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	A*	A	A	well above average
mathematics	B	A	A	A	above average
science	C	A	A	A	below average

The table shows that the school's performance in national tests is consistently well above average. It is improving standards in line with the national trend. The school set challenging targets for the tests in 2001 and achieved these with 97 per cent of pupils attaining the expected Level 4 in English, 93 per cent in mathematics and 100 per cent in science. Inspection findings reflected these test results; pupils achieve very well in the core subjects across the school. Pupils attain above the expected standards for their age in many other subjects but in information and communication technology they just reach the expected standard and by Year 6 standards are below those expected in control technology and sensing data. By the end of reception, children exceed the national early learning goals and by the end of Year 2 pupils attain above average standards and, sometimes, well above average standards in reading, writing and mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: the pupils are attentive and concentrate well in lessons. They contribute confidently to discussions and respond well to a wide range of challenges. They support school clubs and other activities enthusiastically.
Behaviour, in and out of classrooms	Very good in most lessons and around the school. Pupils are courteous and friendly. No incidents of bullying or harassment were seen during the inspection.
Personal development and relationships	Very good relationships and personal development. Pupils learn to reflect on their own experiences and those of others. As they become older they develop more independence in their learning. All pupils are integrated well into the life of the school.
Attendance	Good: above the national average: pupils enjoy coming to

	school.
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The well-established Christian aims of the school have a positive effect on pupils' attitudes to school and their relationship with others. Together with their very good behaviour this contributes strongly to the high standards they achieve.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching in English and mathematics is good overall and frequently very good, and this means that pupils make good progress in lessons. There is an appropriate emphasis on the teaching of literacy and numeracy skills and teachers give pupils good opportunities to practise these skills in other subjects. Teachers encourage pupils to take some responsibility for their own learning from an early age so that they develop independent learning skills well as they get older. Teachers provide interesting resources and stimulating activities that motivate pupils to learn. They manage pupils well so that time is used productively. There was no unsatisfactory teaching seen; in the very few lessons that were just satisfactory, the pace and challenge was less evident than in the good or better lessons leading to less effective learning. Teaching is consistently very good in Years 1, 5 and 6. The school meets the needs of all pupils well; pupils with special educational needs are supported well by skilled and experienced teaching assistants. Teachers plan extended work for the higher attaining pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities, relevant to the pupils. Well-chosen visits to places of interest and visitors to the school together with the good quality extra-curricular activities very effectively broaden pupils' experiences and understanding.
Provision for pupils with special educational needs	Good; the high level of care and support enables these pupils to make good progress in meeting the targets in their individual education plans and ensures their inclusion in all school activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' moral and social development and good provision for spiritual development. Provision for cultural development is satisfactory.

How well the school cares for its pupils

Unsatisfactory overall: teachers and other staff know and care for the pupils well and effectively monitor their academic and personal development but the procedures for overseeing health and safety are poor.

- The local authority has identified the school as a school for gifted and talented children. The school has drawn up a register and is planning suitable programmes for these children.
- The school does not meet statutory requirements for the teaching of information and communication technology because there is insufficient provision for the teaching of control technology or how to use sensors to measure physical data such as temperatures.
- There is no school policy on health and safety and governors do not carry out regular risk assessments.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher and deputy headteacher provide a strong lead in implementing initiatives to raise standards and quality. They are strengthening the management structure of the school and provide good role models for teachers who are further developing their roles as subject co-ordinators.
How well the governors fulfil their responsibilities	Unsatisfactory: although governors are very supportive and fulfil many of their duties satisfactorily, the governing body is not yet fully effective. It is implementing an action plan to help improve its practice.
The school's evaluation of its performance	Satisfactory: the school makes good use of the results of school and national tests to evaluate its performance. It is improving its monitoring of the curriculum and teaching.
The strategic use of resources	Satisfactory: the school makes good use of its resources: it is improving its strategic planning and the application of the principles of best value.

## 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 and parents find that the school is approachable.</li> <li>• Teaching is good and the school expects children to work hard and to do their best.</li> <li>• Children make good progress.</li> <li>• The school is helping children to become mature and responsible and behaviour is good.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work to do at home.</li> <li>• The school to work more closely with parents and give more information about children's progress.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with most of the parents' positive comments. They agree that leadership is good but judge that the management of the school needs some improvement. The school has a new homework policy that is being implemented in response to concerns raised by parents. The inspection team found that parents are given sufficient opportunity to find out about children's progress but the school could provide more information on what is to be taught each term. Consultation with parents is improving and the school has plans to extend this. The inspection team judged that the school offers a very good range of activities outside lessons. Overall, the school has very effective links with parents.



## **PART B: COMMENTARY**

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

#### **Pupils attain high standards in English, mathematics and science by the time they leave the school because of good and very good quality teaching.**

1. Children's attainments on entry to the school are mostly above average. For example, many can recognise and write their name, they are familiar with books and recognise numbers to ten. Many have learned good social skills in pre-school education. By the end of reception most children are likely to exceed the national early learning goals and make a start on the National Curriculum. By the end of Year 2 pupils attain well above the national average in national tests, though in relation to similar schools in 2000, their performance in reading was average and in writing and mathematics above average. By the end of Year 6, pupils consistently attain well above average results in English, mathematics and science in relation to all schools and to schools in a similar context. This represents good added value from the standards on entry and in 2000 the school was in the top 25 per cent of schools for value added between Year 2 and Year 6. Inspection evidence confirms these high standards.
2. The good and very good achievement by the pupils is a result of the good and very good quality teaching seen in the school. Good features found in most lessons are the clear learning objectives that teachers provide and effective questioning. In the reception class, the teacher builds well on the skills and knowledge children bring to school. For example, in a history lesson the teacher used her own good understanding of teaching the subject to help pupils express a wide range of experiences to give examples of the past and develop their verbal communication skills. By the time pupils are in Year 1 they can easily read many high frequency words and use the context of the sentence to work out words. In a well-planned lesson with focused questions the teacher reinforced pupils' knowledge of single letter sounds and encouraged them to make simple words and start to blend letter sounds.
3. The school has made good use of the National Literacy Strategy to develop a consistent planning format that promotes good progress in reading and writing. This was demonstrated in a Year 6 lesson. Here the planning identified a range of strategies and activities to maintain the pupils' interest and levels of learning when considering the effectiveness of word order in sentences and poems. Pupils were able to use adjectives, verbs and adverbs effectively.
4. Year 6 pupils also demonstrated well above average attainment when the teacher asked them to give information about the number 28. In a very short time they produced a very wide range of facts using a large variety of strategies, concepts and vocabulary. Pupils develop a very good breadth of knowledge about the number system because teachers move them on quickly; they use a wide range of mathematical vocabulary when introducing new ideas that they relate well to pupils' prior knowledge. For example in Year 2, in an initial lesson on subtraction the teacher involved pupils from the start both when introducing the associated vocabulary and signs and in demonstrations. This gave pupils the confidence to then make up their own subtractions sums, with higher attaining pupils working quickly and independently with two digit numbers. In a Year 5 lesson to introduce ratio, the teacher used the idea of mixing paint to help pupils understand 'ratio' and 'proportion' and linked the new work to 'half' and 'double' and to their understanding of the unit of a litre. A good feature of most mathematics lessons is that teachers ask pupils to explain how they arrive at their answers and this helps all to develop understanding of good mathematical strategies.
5. In science teaching the school places an appropriate emphasis on first hand experience and keen observation. As a consequence, pupils develop good investigative and practical skills. A short time at the beginning of each lesson also supports this when teachers give the pupils chance to practise a particular skill. For example, in Years 2 and 3 pupils practised accurate use of a ruler. Older pupils develop more sophisticated skills; for example, in Year 5 pupils

practised prediction using prior knowledge and in Year 6 pupils learned to interpret line graphs.

6. Older pupils also bring a range of knowledge and skills together in their science work. For example, Year 5 pupils used stopwatches to investigate the effect of exercise on pulse rate and how long it took for them to return to a resting pulse. There was a mature level of discussion about aspects of how to do this and the need for accurate records. Clear instructions by the teachers and good supporting material ensured that pupils gained much from the investigation. Links with work on the heart and circulation and the fitness levels they have been working on in physical education made the work purposeful for the pupils.
7. In a well-planned lesson for Year 6 pupils on the adaptation of plants to their habitats, pupils showed they could use their literacy skills to do independent research using both books and CD ROMS. They thoroughly enjoyed investigating the external features of a large prickly cactus, learning how to handle it carefully, and relate its features to where it normally grows. Other pupils considered the design of a plant living in tropical rain forests. Teachers' provision of this varied approach to learning contributes to the high standards that pupils reach.

**The pupils enjoy coming to school and are eager to learn because the staff provide interesting lessons and other activities. Strong links with the church and the local community broaden their experiences.**

8. Teachers, parents and governors have equally high expectations that pupils should work hard and do their best. The school helps pupils to feel relaxed, confident and secure. The headteacher and staff plan experiences to make learning challenging and exciting. These factors evoke a positive and enthusiastic response from pupils. Hard work, good concentration and a determination to improve are evident in all classes. As they become older, pupils' interest in their learning enables them to work independently and in small groups with a minimum of supervision. The very good attitudes to learning of the pupils are a significant factor in the high standards achieved.
9. Even the youngest pupils concentrate and persist well. They show high levels of attention during stories and when being introduced to new work. In a geography lesson for Year 1 the teacher provided resources and an activity matched well to pupils' ability to make a three dimensional record of their routes to school by drawing and cutting out buildings seen on the way. The pupils discussed their knowledge of roads and buildings sensibly and cut out carefully. In a Year 2 science lesson the very good range of interesting fruits and seeds the teacher provided and her clear explanations, using a geranium plant to demonstrate, meant that pupils were eager to start practical work and they were motivated well to observe and record carefully and discuss their findings with each other.
10. In a Year 3 lesson, the well-chosen and exciting story read by the teacher caught the pupils' imagination and this resulted in an enthusiastic response from the pupils with many keen to offer answers. The teacher made looking for and recognising verbs exciting. In a Year 4 lesson on measuring length pupils co-operated well, learning to select the appropriate measuring instrument and improving their accuracy. This was because the teacher had provided a good range of instruments, structured their work and gave them plenty of time for their practical activity.
11. The level of challenge, the opportunity to explore and an insistence on quality work in a Year 5 gymnastics lesson on balancing helped pupils to develop a wide range of ideas. The good use of demonstration helped them to learn from each other and want to improve their own work. Year 6 pupils responded eagerly to a challenge to plan a video based on the poem 'The Tide Rises' considering the setting, close ups and suitable music.

12. The school has introduced a science club and pupils from Year 2 to Year 6 have responded in large numbers, with Year 3 to Year 6 pupils coming in to school early to participate. They are very enthusiastic in developing skills and knowledge across a theme to then gain an award. This provides a valuable extension to the science curriculum for those who participate. Last March, a large number of pupils responded to challenges across the science curriculum to produce individual entries for display in the school's science week. A similar enthusiastic response is seen to the drama and sports clubs. A large number of pupils receive peripatetic music lessons.
13. The school arranges visits for pupils of all ages to museums, theatres and castles. They take part in music and dance festivals and sporting events. There are many links with the local community. For example, Year 6 pupils undertake a cross-curricular study of the village and Year 1 pupils go on a road safety walk. Pupils entertain older citizens at Harvest festival and put on performances for parents at Christmas and at the end of the summer term. Pupils visit the church for All Saints Day and their Christmas performance and hold the leavers' service there. Pupils learn about other faiths and cultures in religious education lessons and assemblies and the school is planning to extend this area of work. Pupils environmental awareness is encouraged through field work in the school grounds and further afield and last year older pupils helped plant some new trees.
14. All these activities, together with visitors to the school, enhance the curriculum well and introduce pupils to a range of activities and people. They also help pupils to find learning exciting and develop good attitudes. The school is successful in its intent to make the most of the enthusiasm of its pupils.

**Pupils' behaviour is very good because the school makes very effective provision for their moral and social development.**

15. The very good relationships seen across the school between adults and pupils and among the children are an important factor in pupils' very good behaviour and in their enjoyment and keenness to learn. Individual teachers make a significant contribution to this in the way they manage their pupils. For example, the lessons are well organised and pupils know what is expected of them. The calm, quiet and pleasant manner often seen in lessons helps pupils to settle. Teachers provide good role models for friendly and courteous behaviour and value each individual. As a result pupils can be given the freedom to discuss together what they are studying, as in a Year 2 history lesson where they were using photographs to find out about features, such as bathing machines, of a Victorian seaside. Pupils use these discussion times sensibly and also co-operate well in other ways, notably during practical work and when using computers. Pupils show high levels of respect for each other's ideas and achievements and realise they can learn from each other. Teachers encourage even the youngest pupils to help with giving out resources and clearing up the classroom at the end of lessons. Being responsible for looking after resources and working areas becomes part of the everyday routine and as they get older pupils take on other duties such as preparing the hall for assembly.
16. The school promotes the moral and social development of pupils in a variety of ways including effective assemblies. In an assembly led by the deputy headteacher pupils were able to reflect on the situation of homeless people and thus put their own concerns in perspective. In another assembly the headteacher skilfully related the parable of the sowing of seeds to the pupils' learning about the conditions of growth for plants. She led pupils to

understand the underlying meaning well and how this could relate to their own behavioural responses and life in school. Such assemblies help pupils to reflect on their own life and understand relationships with others. Once a week a sharing assembly helps pupils to enjoy and recognise the work of other pupils. The school gives further opportunities for pupils to consider those in different situations to themselves by raising money for charities such as UNICEF and Children with Leukemia.

17. Once a week, teachers give pupils the opportunity to express themselves on a chosen theme, sitting in a circle and discussing it in turn. For example, in Year 1 the teacher's good management and pleasant, relaxed manner together with skilful questioning encouraged pupils to express their frustrations about a wide range of interests and begin to realise that everyone has frustrations. The session ended with a fun activity that caused a great deal of laughter and contributed to very good relationships. The school is developing such ways of discussing problems into holding class councils and sending two representatives to a whole school council, to raise issues and help pupils understand that all contribute to the ethos of the school. A new initiative is joining the Essex Schools' Award Scheme that promotes positive behaviour.
18. The school has a policy and scheme of work for personal, social and health education and pupils clearly know right from wrong. Parents think the school promotes good values. The school seeks ways to maintain and improve its strengths and has recently held a training day for teachers, support staff and lunchtime supervisors to develop a new behaviour policy and a consistent code of practice for rewards and sanctions. This was already being implemented effectively by the time of the inspection.

**Parents are very pleased with the school's work and support it strongly; this has a positive impact on pupils' learning.**

19. The school values its links with parents and sees an effective home-school partnership as a significant element of enhancing pupils' standards of attainment. It is apparent from analysis of the parents' questionnaire, from opinions expressed at the well-attended pre-inspection meeting for parents and discussion with parents during the inspection that parents strongly approve of what the school does for their children. Parents particularly appreciate the family atmosphere and community spirit in the school and the reinforcement of high standards of behaviour and good attitudes to learning. They find that the school has a very caring approach and that teachers make considerable effort, for example, to settle nervous children in and give support when there is bereavement.
20. Parents find the head teacher and the teaching staff approachable and the headteacher has made it clear to parents that the school has an open door policy. Though a few parents feel inhibited about informal contact, parents spoken to during the inspection said they would not hesitate to raise any queries, however small, with the headteacher or class teacher. An

experienced parent governor recognises, however, that there is 'a gap' because of the arrangements for leaving and collecting children and the school must do more 'to reach out and be approachable at every level'. Although nearly a quarter of the respondents to the parental questionnaire indicated they were not satisfied with the information they receive on their children's progress, inspectors found that this related mainly to wanting to know more about what is going to be taught each term. The headteacher is already planning initiatives to overcome these difficulties. The inspection team judged that the school provides sufficient formal opportunities for parents to discuss their children's progress and that the quality of the annual written report is good.

21. Parents demonstrate their interest and support for the school in a number of ways. A larger proportion than is found in many schools attends the annual governors' meeting for parents and most come to the parent teacher consultation evenings. Parents feel welcome in the school and help on a regular basis in the classroom and on educational visits. Parents provided strong support for the school's science week by demonstrating their professional skills and encouraging their children to take part in the challenges. The strong parent-teacher association raises considerable amounts of money to support school projects and improve provision and also provides social events for children and adults.
22. Most parents contribute to their child's learning by ensuring regular and punctual attendance. The school has responded to parental concerns about homework with a new policy that is now being implemented. The school has very effective links with the parents and has successfully maintained the very good level of parental involvement that was evident at the time of the last inspection. Nearly all parents who expressed concerns to the inspection team, either in writing or in discussion, did so in the context of their overall appreciation of the work of the school, often making constructive suggestions for improvement. They clearly wanted to help the school become even better. Parents are delighted that since the appointment of the new headteacher and deputy headteacher the school has become more friendly and open and that communication has improved. The positive links with parents continue to make a valuable contribution to pupils' enthusiasm for school and their learning.

## **WHAT COULD BE IMPROVED**

### **Standards in information and communication technology**

23. Although pupils attain the expected standards for their age in most aspects of information and communication technology these are not high enough when compared with the standards they achieve in other subjects. Pupils understand that computers and other systems respond to commands and even the younger pupils interact with different programs successfully. However, it is

clear that their skills in using computers are under developed. Although older pupils are beginning to combine digital camera images and text they have little experience of presenting information in a variety of ways. Pupils do not learn how a simple spreadsheet can help them solve practical problems in, for example, mathematics or design technology. Apart from limited experience with a floor robot there is little work on control technology or the use of sensors for measuring physical data. There are reasons for this. When the school replaced older equipment with up-to-date machines the software was not compatible. The school is currently trying to remedy this situation.

24. Inspectors saw very little teaching of information and communication technology since in most lessons the computers were not in use at all. In a Year 1 lesson pupils were using the computer to practise literacy skills and the Year 2 teacher had a class lesson on use of the Return and Enter keys. Several Year 6 pupils confidently use CD ROMs to find information and use the computer to support writing tasks. Each pupil has a portfolio to demonstrate achievements in information and communication technology and scrutiny of examples from Year 6 show satisfactory work across a limited range including word processing, art and modelling. Pupils are beginning to learn how to send e-mails. Pupils have insufficient opportunity to practise skills and increase their knowledge. There is neither sufficient supporting material adjacent to the computers, nor many displays relating to information and communication technology. The school has not yet come to grips with teaching specific information and communication technology skills or the way to use computers to support learning across the curriculum.
25. There are up-to-date computers in each classroom with printers and a satisfactory range of software for basic information and communication technology needs. Each classroom has Internet access. These resources are not yet used efficiently or effectively, as the school has only recently provided a policy to guide teachers in using computers as a tool for learning and scheme of work to ensure the progressive development of skills. While the teachers have received training in the use of new technology, they still need further help and guidance to make best use of new software to improve pupils' levels of attainment. They have not yet had the time or opportunity to explore the software fully in order to make good use of it.
26. The headteacher is the co-ordinator for information and communication technology and she is keen to improve teaching of the subject and has already taken some steps towards this. There are difficulties with accommodation. Following a survey, governors have received plans to extend the library and provide room for a bank of computers to allow teaching of a class with all having 'hands on' practice at the same time. Some funds have been earmarked for this. However, as yet the school lacks a firm commitment backed up with a fully costed action plan over a reasonable time scale to secure the necessary improvement. Until such developments occur teachers need to develop strategies to make the best use of the computers in the classrooms.

27. Currently, the school is not meeting statutory requirements for the teaching of information and communication technology.

**The governing body's procedures for ensuring that all pupils and staff work in a safe environment**

28. The school building and site are maintained well and are clean and tidy and annual checks of equipment are carried out but the governing body's procedures for ensuring health and safety are poor.
- there is no health and safety policy
  - no regular risk assessments are carried out nor is there a means for noting hazards
  - the governing body has no procedures for monitoring health and safety
  - health and safety does not appear as a regular item on the agenda for governing body meetings
  - health and safety documentation is muddled and much of it outdated
29. Governors were informed at a September 2000 meeting that the storage of flammable and combustible materials in the kiln room was not acceptable to the fire inspector and they requested the headteacher to find a solution to this problem. At their October 2000 meeting it was proposed that governors undertake a visual safety check around the school. There is no evidence in subsequent governing body meeting minutes that either of these actions has been carried out.
30. Governors support the school and through their good relationships with the headteacher and staff make a significant contribution to its positive ethos for learning. They have actively pursued improvements in the buildings and grounds. Although it is clear that they are very committed to the success of the school, they have not developed sufficient procedures to effectively monitor and evaluate their work and this has led to this important omission on overseeing health and safety.
31. As a result of recent training and evaluation of its work the governing body has drawn up an action plan to increase its effectiveness. This should be pursued with some urgency to allow it to establish clear mechanisms for monitoring, evaluation and review of all aspects of the school.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. To raise further the standards of work and the good quality of provision apparent in many aspects of the school, the headteacher, staff and governors should:

1. Raise standards in information and communication technology by:
  - ensuring full coverage of National Curriculum requirements;
  - ensuring sufficient time for pupils to develop their skills systematically in all aspects of the subject;
  - identifying in curriculum planning, opportunities for pupils to use and practise information and communication technology
  - providing further training for teachers and support staff in order to increase their confidence and competence in using new software and by
  - providing a clear, costed action plan for the development of the subject with suitable success criteria
  
2. Improve the school's procedures for ensuring that pupils and staff work in a safe environment by:
  - providing a Health and Safety policy that incorporates the most recent codes of practice
  - making arrangements to carry out regular risk assessments
  - arranging regular monitoring by governors
  - making health and safety a regular item on the agenda for governing body meetings
  - maintaining health and safety documentation to a high standard
  - pursuing with some urgency the governing body's action plan to increase its effectiveness.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	8	4	0	0	0
Percentage	0	43	38	19	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	190
Number of full-time pupils known to be eligible for free school meals	-	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
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	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	15	17	16
	Total	27	29	28
Percentage of pupils at NC level 2 or above	School	93 (97)	100 (100)	97 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	17	16	16
	Total	29	28	28
Percentage of pupils at NC level 2 or above	School	100(100)	97 (90)	97 (97)
	National	82 (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	17	20	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	16
	Girls	20	20	20
	Total	35	34	36
Percentage of pupils at NC level 4 or above	School	95 (97)	92 (93)	97 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments				
Numbers of pupils at NC level 4 and above	Boys	15	13	15
	Girls	20	19	20
	Total	35	32	35
Percentage of pupils at NC level 4 or above	School	95 (97)	91 (97)	95 (100)
	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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	189
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)	9
Number of pupils per qualified teacher	21.9
Average class size	28.1

Total number of education support staff	6
Total aggregate hours worked per week	127

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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.*

**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.*

**Financial information**

Financial year	00/01
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	£
Total income	432,734
Total expenditure	428,457
Expenditure per pupil	1922
Balance brought forward from previous year	38,145

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

**Questionnaire return rate**

Number of questionnaires sent out	211
Number of questionnaires returned	97

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	4	0	0
My child is making good progress in school.	54	36	6	1	3
Behaviour in the school is good.	55	43	2	0	0
My child gets the right amount of work to do at home.	33	51	12	4	0
The teaching is good.	51	45	1	1	2
I am kept well informed about how my child is getting on.	35	41	22	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	4	2	0
The school expects my child to work hard and achieve his or her best.	64	34	0	1	1
The school works closely with parents.	41	41	15	3	0
The school is well led and managed.	71	24	2	0	3
The school is helping my child become mature and responsible.	57	40	2	0	1
The school provides an interesting range of activities outside lessons.	38	35	24	1	2