

# INSPECTION REPORT

## **CHRIST CHURCH C.E. V.C. PRIMARY SCHOOL**

Bradford on Avon

LEA area: Wiltshire

Unique reference number: 126303

Acting Headteacher: Ms B Ball

Reporting inspector: Ms S Billington  
4343

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> October 2001

Inspection number: 196074

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 years
Gender of pupils:	Mixed
School address:	Berryfield Road Bradford on Avon Wiltshire
Postcode:	BA15 1ST
Telephone number:	01225 863444
Fax number:	01225 868283
Appropriate authority:	The governing body
Name of chair of governors:	Mr C Budgett
Date of previous inspection:	9 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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11096	Ms M Davie	Lay inspector
6169	Dr M Bradshaw	Team inspector

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large primary school with 408 pupils on roll. There are more boys than girls in the school but the only year group where there is a significant imbalance is Year 3. Class sizes vary from 26 to 34; on average there are 31 pupils in each class.

The proportion of pupils eligible for free school meals is below average at eight per cent. The proportion of pupils with special educational needs is broadly average at 19 per cent. Approximately five per cent of pupils have a significant difficulty with learning or a medical or behavioural problem. One pupil has a statement of special educational needs. There are very few children from minority ethnic backgrounds and no pupils speak English as an additional language.

The majority of children have some pre-school experience before admission. When they start school, overall levels of attainment are varied. While children's speaking and listening skills and knowledge of number are broadly average, their skills in literacy and knowledge of aspects of mathematics are below average. The school has recently been awarded an achievement award by the Department for Education and Skills (DFES) for sustained improvement since 1997.

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

This is a good school. Standards attained by seven year old pupils at the end of Year 2 have recently improved to reach levels broadly in line with the national average. Teaching is consistently good in Years 3 to 6 and as a result eleven year olds achieve good standards in English, mathematics and science. There is very good provision for pupils with special educational needs enabling them to achieve well. The school is well led and managed and provides good value for money.

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

- Standards attained by eleven year olds in English, mathematics and science are consistently good
- Provision for pupils' personal development is very good
- Pupils have very good attitudes to learning, their behaviour is very good and they form constructive relationships
- The curriculum is broad and enriched by a good range of visits and extra-curricular activities
- A very good level of support for pupils with special needs ensures that they achieve well

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

- Strategies to maintain the recent improvement in standards attained at the end of Year 2 with a particular view to ensuring that boys and girls achieve equally well in all areas
- The consistency of the quality of marking

*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 June 1997. Since then there has been an improvement in standards attained by eleven year olds at the end of Year 6. Standards attained by seven year olds at the end of Year 2 declined between 1998 and 2000 but are now showing signs of improvement. The weaknesses found in the last inspection have been successfully addressed. All subjects meet statutory requirements and there is a structure for curriculum planning that ensures continuity and progression in pupils' learning. Lesson planning has been improved. There are good systems in place to record and monitor pupils' progress from Year 2 onwards; plans are in place to introduce a more structured approach to assessment in the reception classes and Year 1. The governing body is now appropriately involved in the formulation of the school development plan and governors have effective strategies in place for maintaining an oversight of the curriculum.

## 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	B	A	B	A	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A	
science	A	A	B	B	

Pupils' performance in national tests at the age of eleven is consistently above or well above national averages. The inspection largely bears out the test results, finding that, overall, pupils in Year 6 achieve well to attain good standards in English, mathematics and science.

In tests taken by seven year olds, performance in reading, writing and mathematics has been erratic and overall showed a decline between 1998 and 2000. However, in view of children's attainment on entry, the results show that the vast majority achieved the levels that they should at the end of Year 2. The results of the most recent tests in 2001 show a good improvement in many respects. The inspection found that standards in all areas are broadly average, reflecting the most recent results.

Test results and the inspection findings show some differences in the standards attained by boys and girls. In tests taken by eleven year olds, boys have generally achieved better than girls in all subjects; however, the most recent results for 2001 show that girls achieved better than boys in English, because their performance in writing tests was better. Boys are achieving particularly well in mathematics but, while a minority of girls achieve good standards, a small group of girls do not achieve as well as they should in this subject. The school is currently analysing the reasons for the gap, with a view to implementing an action plan to address this issue. For seven year olds, the performance of girls in writing is improving, whilst that of boys is declining in relation to national averages. There is a widening gap in the attainment of boys and girls in writing and boys are not achieving as well as they should in this area. Girls perform less well in mathematics and too few attain higher levels in the standardised tests.

Throughout the school pupils with special educational needs benefit from a good level of support and achieve well. Many with early literacy difficulties are working at average levels by the age of eleven.

Children in the reception classes make steady progress in their learning; their progress in personal and social development is good. By the time they move into Year 1, the majority is close to attaining expected levels for children at this stage.

The school set challenging targets for pupils' attainment in tests at the age of eleven in 2001 and these were met. Equally challenging targets for performance in tests in 2002 have been agreed by the governing body.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school; they are keen to learn and work with good concentration.
Behaviour, in and out of classrooms	Very good. Pupils move around the school sensibly, they are polite and generally show good consideration for others.

Personal development and relationships	Very good. Pupils respond well to opportunities to take responsibility and to contribute to decisions that affect the school as a community, Relationships are very good at all levels through the school.
Attendance	Satisfactory, with levels broadly in line with the national average.

Pupils' very good attitudes and enthusiasm for learning are particular strengths of the school. The oldest pupils are mature, have formed good work habits and are well prepared for the move to secondary education.

## TEACHING AND LEARNING

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

There are good features in teaching throughout the school. Lessons are carefully planned, with clear aims that are explained to pupils to help them to understand the purpose of the work that they are given. Resources are used well and teachers and support staff work well together to extend and assess pupils' learning. In many lessons, good questioning extends pupils' knowledge and understanding. Teaching of literacy and numeracy in Years 3 to 6 is consistently good and is characterised by high expectations of what pupils might achieve. Teaching of literacy and numeracy in the reception classes and Years 1 and 2 is satisfactory and has some good features, but at times learning could move on at a brisker pace. Teaching of pupils with special educational needs is generally good, helping them to achieve well in relation to their abilities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and well balanced. It is enriched by an extensive programme of visits and good opportunities for pupils to participate in extra-curricular activities and performances.
Provision for pupils with special educational needs	A very good level of support for pupils ensures that their needs are met. Pupils with short-term learning difficulties generally make good progress to achieve average levels by the age of eleven.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is a good range of opportunities for pupils to work together, to learn to appreciate the needs of others and to understand a range of lifestyles and beliefs.
How well the school cares for its pupils	Good. Policies and procedures relating to health, safety and welfare are in place and regularly reviewed.

Pupils are well known by staff and their personal development is carefully monitored as they go through the school. A range of information from assessment is being used to set targets for the next stage in their learning and these are shared with both parents and children.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher provides good leadership. Co-ordinators work hard to fulfil their responsibilities and are taking an increasing role in contributing to planning for school improvement.
How well the governors fulfil their responsibilities	The governing body is well organised and well informed. Governors are increasingly involved in strategic planning for the school.
The school's evaluation of its performance	Good. Some areas of weakness have been identified and successfully tackled through systematic evaluation and careful planning for improvement.
The strategic use of resources	Good. Resources are generally used effectively to support teaching and learning and to bring about improvements in standards where possible.

There have been several recent changes in the management structure but the leadership retains a clear sense of direction and the school is well led and managed. There is a good level of staffing and the deployment of teaching assistants is generally effective in ensuring that pupils' learning needs are well met. Accommodation and the level of resources are generally good and used effectively. However, there is no secure outside play area for the youngest children and this inhibits provision for their physical development.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The vast majority of parents (90% or more) feel that</p> <ul style="list-style-type: none"> <li>• Their children like school and are expected to work hard</li> <li>• Behaviour is good and pupils are helped to mature</li> <li>• Teaching is good and children make good progress</li> <li>• The school is well led and managed</li> <li>• They would feel comfortable approaching the school with any concerns</li> </ul>	<p>There were no significant areas of concern. Some individual parents raised a variety of issues that have been discussed with the school.</p>

The inspection confirms that parents are justified in their high degree of confidence in the school. Strategies are being implemented to further improve communication with parents by, for example, providing more information on what their children will be learning each term.

## **PART B: COMMENTARY**

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

#### **Standards attained by eleven year olds in English, mathematics and science are consistently good**

1. There is a determination in the school to promote high standards in a caring, friendly environment. Teaching is at least satisfactory throughout the school and it is consistently good or better in Years 3 to 6. The learning environment in the school is very positive and this makes a significant contribution to the good standards achieved by pupils at the end of Year 6. Children make steady progress in reception classes and in Years 1 and 2 which has improved recently to ensure that they are working at broadly average levels by the end of Year 2. Progress accelerates as pupils move through Years 3 to 6. As a result, by the time they leave the school, all children, including those with special educational needs, have made good progress in English, mathematics and science.
2. In the past three years, results of standardised tests in English, mathematics and science taken by eleven year olds have generally been above or well above the national average. In the 2000 tests the results were well above the national average in mathematics and above average in English and science and pupils' performance compared favourably with that of pupils in similar schools<sup>1</sup>. The vast majority of pupils achieved at least average levels in the tests. Over a third attained the higher levels. Results for 2001 are at similar level, indicating that good standards have been maintained. However, there are differences in the standards attained by boys and girls. Boys have generally achieved higher levels than girls in relation to national averages, although in 2001 girls' performance in English was better than that of boys. Girls' performance in mathematics is not as good as that of boys and a small group does not achieve as well as it should.
3. By the age of eleven pupils have a good base of skills in literacy. They are generally enthusiastic readers, with a clear understanding of the characteristics of different types of texts. Pupils talk confidently about their favourite authors and their critical faculties are well developed. Their written work covers a good range, including instructions, letters, persuasive argument and stories in the style of myths and legends. Pupils study a wide range of literature, exploring the use and structure of language in stories, poems and plays such as 'Goodnight Mr Tom', Blake's 'Tyger' and 'Romeo and Juliet'. As a result, they develop a good understanding of the impact of language in a variety of forms and can adapt vocabulary to suit different purposes. This was evident, for example, in a scripted 'interview' with Shania Twain where questions such as 'is singing your fave thing?' were posed. All pupils show an understanding of the need to use formal language, for example in writing a letter of complaint. Higher attaining pupils show a good command of standard English, writing, for instance, in a letter to the local council 'if you were to build a superstore'. The work of lower attaining pupils improves noticeably during their final years at school; many show understanding of the differing structures of written work and they begin to introduce dialogue and use a wider range of descriptive language in their stories.

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<sup>1</sup> The comparison with similar schools is based on the proportion of pupils that is eligible for free school meals.

4. During Years 3 to 6, all pupils make good progress in mathematics but, by the end of Year 6, boys do better than girls which reflects the gap that is evident at the end of Year 2. In national tests more boys than girls attain the higher levels and more girls than boys attain lower levels. Mathematics is taught well in Years 3 to 6; the work is made fascinating and relevant. In the best lessons, resources are used very effectively to promote learning, and questions are often used particularly well. The pupils respond to the challenges set, for instance when a group of higher attaining Year 6 pupils were investigating the links between fractions, percentages and decimals. By the end of Year 6 the majority of pupils have a good understanding of all aspects of mathematics. They successfully apply the four operations to solve problems involving three, and at times four, digit numbers. They work to two decimal places and are able to accurately increase or decrease these by ten or one hundred. Pupils calculate area and perimeter of regular and irregular shapes and show good understanding of the relationship between angles. Mathematics is being increasingly used to support learning in other subjects and the co-ordinator recognises that there is scope for this to be developed further throughout the school. In a good Year 4 lesson, pupils were analysing local land use data to produce bar charts, either by hand or using a data handling package on the computer. Good planning ensured effective learning by all pupils because the tasks were carefully organised for the different groups in the class. Teachers also try to make mathematics relevant, thus pupils in Year 5 were using fractions to solve problems linked to every day life.
5. Pupils' knowledge of science is good and they use scientific vocabulary well when describing investigations they have carried out. This is because teachers use questions very effectively and encourage pupils to complete their own glossary of scientific terms related to the topics being studied. Pupils in Year 4 enjoyed investigating friction and resistance by dropping plasticine, moulded into different shapes, into a jar of water. Without prompting from the teacher, they recognised the need to ensure the test was fair and attempted to measure the time taken accurately. In Year 6, pupils demonstrated a good understanding of the changes in state as water evaporates and condenses and, through good questioning by the teacher, they linked this to the problem of getting pure water from a salt solution. By the end of Year 6, pupils show good knowledge of all aspects of science. They identify the names and functions of parts of a flowering plant, are aware of the situations in which irreversible or reversible change will occur and have a good understanding of physical processes such as the impact of various forces.

#### **Provision for pupils' personal development is very good**

6. Children's personal development is effectively promoted from the time that they start school. The teachers in the reception classes ensure that children appreciate the need to behave well, work with each other and have the opportunity to work independently. Role-play activities are used effectively to promote children's emotional, personal and social development.
7. A fundamental principle in the school is to involve all pupils positively in the learning process. The school is successful in helping pupils to develop their individual skills, with good attention being given to promoting their levels of interest and resourcefulness. In many lessons, careful attention is given to encouraging the development of independence, whether this be simply in collecting resources for a task or in tackling problems. The success of this was evident in a science lesson when there was no need for the teacher to remind pupils about the elements of a fair

test. An indication of the concern to promote pupils' independence is that the number of worksheets used, especially in Years 3 to 6, is limited and much less than is often seen. Pupils are encouraged to devise their own ways of recording their findings if they are able to do so; those who need some support are often given a simple structure and perhaps key words by the teacher as starting points for their written work. Pupil management is usually very good. Relationships between staff, who are relaxed and enthusiastic about their teaching, and the pupils is a strength of most lessons. This is particularly evident in Years 5 and 6.

8. As they go through the school pupils are given increasing opportunities to assume responsibilities and older pupils continue to care for younger ones during breaks and at lunchtime. In each class children are given particular responsibilities that are changed regularly. The oldest pupils have a wide range of tasks; these are reviewed each term so that all pupils take on some whole school responsibilities at some stage. Year 6 pupils are fully aware that they are expected to set a good example to other children. Each class elects representatives to the school council, which is very active. The council has discussed wide-ranging issues, such as playground resources, behaviour, bullying and the menu for school lunches. The pupils' high level of interest in extra-curricular activities and their good rate of attendance reflect the enthusiasm and commitment to the school.
9. The school has no formal personal, social and health education policy, although this is in the process of being developed as part of the school's application to renew its 'Healthy School Award'. There is, however, a wide range of policies that relate to areas of pupils' personal development. These include a teaching and learning policy that identifies important aims such as promoting pupils' sense of success and achievement. Citizenship is a well-established dimension of the curriculum that runs through much of the school's work.

**Pupils have very good attitudes to learning, their behaviour is very good and they form constructive relationships.**

10. The very good attitudes and behaviour of pupils in and around the school contribute significantly to their good progress and standards that they achieve by the end of Year 6. Relationships, between pupils themselves and between children and adults, are very good. They are polite to each other and to adults, whether staff or visitors. Pupils enjoy school and this is demonstrated by their very positive attitudes to learning. They are well motivated and apply themselves to their tasks and activities with enthusiasm. Pupils are very responsible and demonstrate a mature attitude to the wide range of tasks they are asked to do. They have a very good awareness of the needs of others. Pupils work well on their own but are also very responsive when working in groups. Throughout the school, pupils listen well to teachers and to each other and also speak clearly and confidently. This helps to support learning and also reinforces the very good relationships that exist between adults and pupils, and among pupils themselves. A good example of this was seen when pupils in Year 6 spontaneously applauded the success of others in the class when they had made significant progress in mathematics.
11. The school has established an ethos in which individual pupils feel valued and in which important social and moral aspects of personal development can be explored effectively. They are fully aware of the expectations of the school, in terms of behaviour and standards of work. All staff work hard to promote the school's ethos and to ensure that all pupils are treated equally and fairly. The behaviour strategy

includes a good balance of rewards and sanctions which pupils know and understand. Staff apply the sanctions fairly and consistently on the rare occasions when this is necessary. There is a variety of rewards systems in place and, overall, the strategies established by the school and used by staff result in very positive behaviour and a particularly orderly learning environment. Pupils generally interact harmoniously with each other.

### **The curriculum is broad and enriched by a good range of visits and extra-curricular activities**

12. Throughout the school pupils are offered a broad-based and stimulating curriculum that engages their interest and extends their knowledge across a range of subjects. Teachers create a lively environment for learning and plan a range of activities that encourages pupils to use and extend their skills as they move through the school.
13. Strong emphasis is placed on extending pupils' awareness of the world around. A group of youngest children, for example, worked with a teacher studying different types of bread and talked about their similarities and differences. They were fully engaged in looking at, feeling, smelling (and hoping to taste!) each sample. Good descriptive vocabulary and close observation were promoted as the children compared sizes and appearance; this type of activity creates a good base for later work in science. The work linked also to the theme of 'harvest' and study of seasonal changes. Year 2 pupils identified locations on maps of the world to link with written accounts of their holidays and a display of photographs and postcards that highlighted different environmental features. They also created a good range of imaginary maps, showing awareness of the use of symbols to identify key features.
14. Older pupils study a range of topics that enhances their understanding of how environmental factors affect people's lives. A local study focuses on the reasons for change in the town and the importance of rivers and canals to industry. Studies of the Victorians in Year 2 and the Tudors in Year 5 involves pupils in comparing the lives of rich and poor in both societies and exploring the reasons for the differences. Comparative studies are used well to encourage pupils to reflect on their environmental responsibilities; after researching water use in Africa, pupils wrote about the importance of water conservation and considered how they might use less water.
15. Art has high status in the school and is used well to support work in subjects across the curriculum. Younger children have good opportunities to explore a range of materials and learn to use a variety of techniques to represent their ideas and observations. Their skills improve quickly, as was evident in the self-portraits created by Year 1 that showed good detail and a feel for line and tone. The addition of a range of prints to the display of pupils' own portraits promoted their awareness of the features of ethnic groups from around the world. Pupils have good opportunities to study the work of a range of famous artists and to try a range of techniques. Abstract studies showed Year 3's careful observation of Picasso's style and Year 5 had studied the symbolism in Egyptian art as part of their work in history. Pupils participated in National Art Day and produced a good variety of observational drawings using a range of media and techniques.
16. Information and communication technology (ICT) is being used increasingly to support work across the curriculum. Programs such as 'Dazzle' link art and science as pupils create pictures of their favourite meals. Written work is often word-

processed to create a good finished product for display or to contribute to a class anthology, although use of ICT for drafting and editing work is limited. Year 4's shopping survey carried out as part of their local study was presented in graph form; graphs were also used effectively in Year 5 in science to represent the findings of an experiment on the sound absorption of a range of materials.

17. Pupils have a good range of opportunities to participate in activities outside of the taught curriculum. Clubs run by staff and parents include art, drama, gardening, choir and a range of competitive sports. Opportunities are also available for French and music tuition. Good use is made of the locality through visits to the library and use of the church for special celebrations and for study of Christian ceremonies and symbolism. Visits have taken place to museums in Bath, Trowbridge and Devizes and further afield to Kew Gardens and the Aztec exhibition at Cadbury World. Year 6 pupils have the opportunity to participate in a residential visit to Dorset. Visitors to school make a good contribution to pupils' cultural and spiritual development; these have included African dancers, a puppet theatre workshop and the Shakespeare Company.

**A very good level of support for pupils with special educational needs ensures that they achieve well**

18. The management of support for pupils with special educational needs is very good. The school has a strong level of commitment to meeting the needs of all of its pupils and this is demonstrated in the good allocation of resources to support those with any difficulties. Funding by the local authority to support provision for special educational needs is supplemented by a significant allocation from the school's own budget; in the last financial year this doubled the amount available for work in this area. Part of the funding is used to enable the special educational needs co-ordinator (SENCO) to have release time each week to observe and assess pupils, to support work in classrooms and to organise reviews and further planning to meet pupils' needs. In addition, there are three learning assistants employed specifically to work with individual pupils in withdrawal groups and in mainstream lessons. Each class throughout the school also has a learning support assistant; these assistants play a valuable role in working with small groups in the classroom or enabling the class teacher to have time for some focused teaching with individuals who need extra support.
19. Children with learning difficulties are identified at an early stage and their progress is carefully monitored by class teachers. Additional support from the learning assistant working in Years 1 and 2 is targeted at individuals and small groups; this is largely focused on language and literacy difficulties. The support is largely successful in boosting children's confidence and improving their skills in reading, particularly their knowledge of sounds and spelling patterns. Where children have persistent or long-term difficulties, individual education plans (IEPs) are drawn up in consultation with parents, the SENCO and outside agencies if appropriate. The IEPs generally include clear targets for progress; the quality of targets has improved in recent plans and they are generally specific and measurable. Reviews focus on how well the targets have been achieved, progress is assessed and the next stage in learning is identified.
20. A range of resources is used effectively to support work with individual and small groups of pupils. The teaching base for pupils withdrawn for specific support is well equipped with a range of books, games and a variety of commercial materials to

enable a focused approach to teaching and consolidating a range of skills. Individual programmes are devised to help to tackle specific difficulties and there is a strong emphasis on praise and encouragement for small successes, boosting pupils' self-esteem and encouraging further effort. Where appropriate, groups are taught in classrooms. In one lesson, resources were used well by a learning support assistant and teaching assistant working with a small group of pupils in Year 3. The assistants used small whiteboards to record what the children saw as they looked carefully at a wall outside. Back in the classroom, these notes and key words were used to help the pupils to record their observations in a simple format. The work of the assistants and the modification of the task were successful in helping the pupils to succeed and to improve their awareness of the importance of descriptive language to make their written work more interesting.

21. The success of the school's provision is indicated by the number of pupils who move down the stages on the special educational needs register because they have made good progress. Many children identified as having literacy difficulties attain average levels in English tests at the age of eleven, indicating the effectiveness of support that they receive.

## **WHAT COULD BE IMPROVED**

### **Strategies to maintain the recent improvement in standards at the end of Year 2**

22. The school has recently successfully halted an overall decline in performance in national tests taken at the end of Year 2. This has partly resulted from a specific initiative to improve pupils' skills in spelling that has had a strong impact on the teaching of letter/sound systems. There has been a marked improvement in the spelling tests in 2001. However, the overall improvement in results in writing is largely attributable to a good performance by girls; only a minority of boys attained at least average levels. By contrast, boys performed particularly well in mathematics tests, with almost twice as many boys as girls attaining higher levels. There is, therefore, still some work to be done to maintain the recent upward trend and to ensure that all pupils achieve as well as they should.
23. Children's skills and understanding are assessed using a standardised scheme when they start school. This provides useful information, but this is not yet used effectively to determine the quality of the curriculum to be offered. For example, assessments show that children's skills in literacy are below average; despite this, there is a lack of emphasis on quickly boosting their awareness of print and providing a literary-rich environment that promotes their recognition and use of commonly used words. Skills in number are broadly average on entry but barely average at the start of Year 1, suggesting that expectations of what children might achieve by the end of the reception year are too low.
24. The baseline assessment scheme provides predictions of what children can be expected to achieve in standardised tests at the end of Year 2. There is, however, no systematic approach to tracking attainment as children move through the reception year and Year 1 to ensure that they are on course to achieve or exceed the predicted levels. The school is planning to introduce standardised assessments at the end of the reception year to check on children's progress. This is a good step, as the information will also be helpful in evaluating the effectiveness of the curriculum at this stage.

25. The differences in levels of attainment of boys and girls also indicates a need for a more structured approach to monitoring teaching and learning and tracking the progress of these groups in the early stages of their school life.



## **The consistency of the quality of marking**

26. There are variations in teachers' approaches to the marking of pupils' work. The most effective marking is evaluative, indicating what pupils have achieved and areas for improvement. In too many instances, however, marking is superficial. At times, responses are generalised, with comments such as 'good' or with a strong focus on correction of spelling mistakes, overlooking an obvious improvement in the content of written work. There are occasions where marking of work in mathematics is inaccurate, ticking work that is incorrect.
27. Targets are set on a termly basis for individual pupils in each class. Approaches to using these as a focus for marking are also inconsistent. In some instances, teachers make a note on written work to remind pupils of their targets, but there is rarely an acknowledgement in pupils' books that these have been achieved. The link between target-setting and marking is not clear, leading to some variation in practice.
28. The school has a clear marking policy and an editing code for the guidance of pupils and teachers. Neither is being consistently followed, leading to the variation in the quality of marking through the school.

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

29. In order to further raise standards and improve the quality of education, the governors, acting head teacher and staff should now:
  - (1) Put in place strategies to secure the recent improvement in standards attained at the end of Year 2 by:
    - systematically tracking the progress of all pupils as they move through the reception class and Years 1 and 2;
    - monitoring the progress of boys in writing and of girls in mathematics to ensure that each group achieves as well as it should;
    - evaluating teaching and curriculum experiences to ensure equality of access for boys and girls.
  - (2) Ensure that approaches to marking are consistent through the school by:
    - reviewing the marking policy to ensure that guidance is clear and specific;
    - monitoring pupils' work to check that marking is in line with the policy;
    - linking the system of target-setting with the marking of written work to recognise pupils' achievement and areas for further development.

## 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	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	70	25	0	0	0
Percentage	0	1	14	5	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 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)	408
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	79

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	17
Pupils who left the school other than at the usual time of leaving	9

### Attendance

Authorised absence	%
School data	5.9
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	29	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	22	25
	Girls	26	27	25
	Total	50	49	50
Percentage of pupils at NC level 2 or above	School	81 (80)	79 (87)	81 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	25	26
	Girls	27	26	28
	Total	49	51	54
Percentage of pupils at NC level 2 or above	School	79 (85)	82 (90)	87 (84)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	27	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	27
	Girls	37	34	39
	Total	60	60	66
Percentage of pupils at NC level 4 or above	School	86 (85)	86 (85)	94 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	24	24
	Girls	40	37	39
	Total	59	61	63
Percentage of pupils at NC level 4 or above	School	84 (87)	87 (93)	90 (90)
	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	2
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	418
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15.1
Number of pupils per qualified teacher	28
Average class size	30

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

Total number of education support staff	16
Total aggregate hours worked per week	178

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	743,966
Total expenditure	738,196
Expenditure per pupil	1,704
Balance brought forward from previous year	22,337
Balance carried forward to next year	28,108

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.1
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.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	423
Number of questionnaires returned	159

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	3	0	1
My child is making good progress in school.	48	43	2	1	6
Behaviour in the school is good.	45	50	0	1	4
My child gets the right amount of work to do at home.	34	47	13	1	6
The teaching is good.	62	35	0	0	3
I am kept well informed about how my child is getting on.	35	43	19	0	3
I would feel comfortable about approaching the school with questions or a problem.	62	32	4	0	2
The school expects my child to work hard and achieve his or her best.	56	36	4	1	3
The school works closely with parents.	40	47	9	0	3
The school is well led and managed.	56	41	0	0	3
The school is helping my child become mature and responsible.	53	38	3	0	6
The school provides an interesting range of activities outside lessons.	33	40	13	1	13

