

INSPECTION REPORT

Barnwood Church of England Primary School

Gloucester

LEA area: Gloucestershire

Unique reference number: 115714

Headteacher: Mrs Anne Davies

Reporting inspector: Mike Barrand
17322

Dates of inspection: 19 – 20 November 2001

Inspection number: 196110

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Colin Road
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Gloucestershire

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs R Clifford

Date of previous inspection: 30 June – 03 July 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Barnwood Church of England (Aided) Primary School is a popular mixed primary school for pupils between the ages of 4 and 11 on the northern edge of Gloucester City. There are currently 227 pupils on roll with 118 boys and 108 girls. This is about the same size as other primary schools, compared with the average size nationally. Since the last inspection in June 1997 Barnwood expanded to a maximum capacity of 240 pupils, although numbers have fallen slightly because of class size legislation. Children enter school with standards just above average, but the range of abilities each year does vary widely. Six pupils are known to be eligible for free school meals and this is below the national average, although it is likely there are more who could claim. There are currently no pupils speaking English as an additional language. Three pupils have statements of special educational needs and this is below the national average. There are 32 pupils, including those with statements, on the school's register of pupils with special educational needs and this is also below the national average.

HOW GOOD THE SCHOOL IS

Barnwood is a very effective school with many strengths. There is very good leadership and management, which have a clear vision and a clear sense of purpose. The recently appointed head-teacher, together with the governors and staff, is committed to achieving the school's aims through teamwork: she does this with significant success. The school has improved greatly since its last inspection. Standards have improved and this improvement has been sustained over time. Pupils thrive in this caring community, which values the worth of every individual and in which they consistently achieve good personal and academic standards. Pupils have very good attitudes towards school and towards learning. The quality of education and in particular the quality of teaching is very good. The school enjoys the good support of parents in a mutually beneficial partnership. The cost per pupil and the income received per pupil are about average. The school gives very good value for money.

What the school does well

- Pupils have good standards in reading, in speaking and listening and in most aspects of mathematics and science. Standards are also high in the other subjects of the National Curriculum.
- There is a very good ethos in the school through its very effective leadership and management; high quality teaching and learning; pupils' very commendable attitudes; very good relationships and very high standards of behaviour. An enriched curriculum promotes this ethos very well.
- Pupils' spiritual, moral, social, cultural and personal development is very good.

What could be improved

- Standards in writing, data handling and presentation through increased opportunities for practical, investigative, creative, independent work that challenges boys and girls of all abilities.

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. It has improved very well since then. Standards by the time pupil are aged 7 have risen steadily, particularly in reading and mathematics, to exceed national averages in the national tests. Since the last inspection, by the time pupils are 11 years of age, the school has maintained its standards at above average levels. There were some fluctuations in the pattern, dependent upon particular year groups. Most progress was initially in English. The school has very successfully addressed the key issues arising from its previous report. It has re-planned very effectively the curriculum for children under five. Subject leaders have written schemes of work, including assessment principles, to inform teachers of the key areas of knowledge, skills and understanding required for each year group in the school. There is an overview of the progression throughout the school. The school puts to good use the information it receives from its assessment procedures to guide planning for the whole curriculum as well as in lessons, although there is still more work required in this area, particularly for the more able pupils. The school has reviewed its report to parents to include information on information and communication technology.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	B
Mathematics	A	A	B	C
Science	A	A*	B	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

By the time pupils are aged 11, figures over time since the last inspection show maintained high standards across the board, albeit with some peaks and troughs. In the 2001 tests, in comparison with the performance of pupils in similar schools, standards were above average in English. They were close to the national averages in mathematics and science. The percentages of pupils achieving the higher levels (Level 5 and above)¹ were average in English, mathematics and science. Differences and changes in the school's grades when making comparisons are more to do with the nature of particular year groups than any significant decline in standards or underachievement. The benefits of the national strategies for literacy and numeracy have also not fully worked through the school.

By the time pupils are aged 7, compared with the national averages, there has been a steady improvement in attainment in reading, writing and mathematics over time. In 2001, standards in writing, reading and mathematics were above average in comparison with similar schools. The number of pupils attaining the higher levels (Level 3 and above) was above average in reading and mathematics, although it was a little below average in writing.

The inspection findings overall in English, mathematics and science throughout the school confirm the position seen in the results of the national tests and tasks at ages 7 and 11 years. Standards throughout the school in reading, speaking and listening, in number, algebra and in most aspects of science are at least above what is expected and in some areas, such as reading and speaking and listening, they are well above. However, there are comparatively weaker standards in writing, in using and applying mathematics, in shape, space and measure and in practical work in science. Standards in these areas are satisfactory. There is also some lack of challenge for the more able pupils, particularly the juniors. Nevertheless, over time the overall picture shows at least good progress, particularly for infant pupils, and the clear majority of all pupils achieve very well according to their abilities. The school has recognised its areas of comparative weakness and has already started planning its focus for improvement.

¹ The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

At Key Stage 2 the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes. They are positive and enthusiastic about their work and enjoy coming to school. Pupils are keen to learn.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils move around the school sensibly. They behave very well in lessons, at playtime and lunchtime.
Personal development and relationships	Very good. Pupils grow in stature as they progress through the school. Relationships are very good between pupils and between pupils and adults.
Attendance	Attendance is good. Pupils are punctual and lessons start on time.

Pupils are friendly, polite, courteous and helpful. They enjoy responsibility and are now ready for more. Mutual respect is the basis for the very good relationships.

TEACHING AND LEARNING

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

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

During the inspection the overall quality of teaching was very good. This level of high quality teaching impacts significantly on the rate and level at which pupils acquire skills, knowledge and understanding. The particular strengths in teaching include the very good management of pupils in lessons. Teachers have very good relationships with their pupils. Good subject knowledge makes teachers' basic lesson planning effective. Teachers use their considerable questioning skills to very good effect. The teaching of basic skills in literacy and numeracy is good and continuous application across the curriculum strengthens this, other than in the teaching of handwriting. This contributes to the good progress pupils make throughout the school. Teachers make good use of resources, in particular effective classroom support, which enhances the rate at which pupils learn. The teaching of pupils with special educational needs is very good and pupils on the register of special educational needs achieve well, relative to their prior attainment. The teaching of children by the end of reception is consistently of high quality and this gives children an excellent start to their schooling. The effective team approach, which encourages teachers and support staff to evaluate their work with each other and senior management and to share good practice, ensures consistent improvement. This has a good impact on standards. There is some inconsistency in marking and teachers do not insist routinely on high quality presentation and completed work from their pupils. Practical investigative work in mathematics and science requires further development. Some imprecision in tasks to challenge the more able pupils occasionally slows their rate of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has a very rich and varied curriculum, which offers good opportunities to all pupils and is relevant to their needs.
Provision for pupils with special educational needs	Very good. The school quickly recognises and diagnoses pupils who have special educational needs. The staff work very hard to provide good opportunities for every pupil. They involve outside agencies well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides very well for all aspects. Particularly good are the opportunities for pupils' personal development. This has a significant impact on pupils' attitudes to school and their achievements whilst there.
How well the school cares for its pupils	Good. All procedures for child protection, health and safety and pupils' welfare are in place and effectively promoted.

This is a very caring society. The provision for pupils' personal development, particularly for children by the end of reception, is very productive. The use of parental/other adult expertise to enhance pupils' cultural awareness is not fully exploited. Well-taken opportunities for pupils' spiritual development contribute significantly to the school's ethos.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads and manages the school very successfully. A clearly capable deputy headteacher and dedicated senior management team support the headteacher very ably. They lead in a dynamic and compassionate way a very committed team of teachers and support staff.
How well the governors fulfil their responsibilities	Very well. The governing body fulfils all its statutory obligations very efficiently. It is a very knowledgeable group that supports and acts very efficiently as a critical friend to the school.
The school's evaluation of its performance	Very good. The school monitors and evaluates all its work and acts promptly on its performance to promote further success
The strategic use of resources	Very good, with an effective development plan that clearly links priorities to available finance. The school uses its resources efficiently and effectively. It applies prudently the principles of best value, with further training planned in this area. Clear targets for development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school: behaviour is very good • Good teaching: genuine concern for children • Care: very good support for pupils 	<ul style="list-style-type: none"> • Information about progress (minority) • Extra-curricular activities (small number) • Links with parents (small number)

Twelve parents attended the meeting with the registered inspector before the inspection and parents returned 113 questionnaires. Parents have on the whole very positive views. They find staff approachable and that the school has an open door policy. The vast majority feel the school keeps them well informed about what is going on and what progress their children make. All parents feel the school is a very caring community. A very small number feels the headteacher is not sufficiently visible around the school and that the school does not work closely with parents. A minority also feels not well informed. The inspectors agree with all the positive views of the vast majority of parents, but do not agree with the negative views of the small minorities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils have good standards in reading, in speaking and listening and in most aspects of mathematics and science. Standards are also high in the other subjects of the national curriculum.

Overall standards:

1. Children enter the school with standards just above average in most areas of their development. This picture does vary quite considerably from year group to year group. For example, currently in this year's entry there are quite a few more boys than girls. The boys are lively but are less well co-ordinated than the girls. They do not have the same level of personal and social skills. The school has adjusted the curriculum to give boys more opportunities to socialise and develop their skills in this area of learning.
2. Figures over time since the last inspection show that high standards across the board, albeit with some fluctuations, are being maintained, for pupils at the end of Year 6. Attainment in English has levelled out, mathematics is uneven over time, and science has dipped from a peak in 2000. In 2001, taking into account the performance of all pupils at the age of 11 in the national tests and tasks, standards were **above average in English and were close to the national averages in mathematics and science. This is in comparison with similar schools²**. Comparing the performance of this year group at age 11 with their performance at age 7, the number of pupils who attained the higher levels (Level 5 and above) was above average, particularly in English and to some extent in science. It was close to the national average in mathematics.
3. There are no identifiable factors affecting the school population, such as high numbers of pupils on the special educational needs register, high turnover of pupils in year groups or a significant imbalance between boys and girls, which could influence standards. **Evidence gathered during the inspection shows that the school is not underachieving in any significant way.** Thus, any unusual differences in grades between comparisons with all schools and with similar schools over recent years is probably to do with the number of pupils eligible but not claiming free school meals and the nature of pupils in the particular year groups referred to in the statistics. The benefits of the national strategies for literacy and numeracy have also not fully worked their way through the school.
4. By the time pupils are at the end of Year 2, figures, compared with the national averages since the last inspection, show a steady improvement in attainment in reading, writing and mathematics. In 2001, taking into account the performance of all pupils in the national tests and tasks, **standards in writing, reading and mathematics were above average in comparison with similar schools.** Although the number of pupils attaining the higher levels (Level 3 and above) was above average in reading and mathematics, it was a little below average in writing.
5. The inspection findings tend towards the position seen in the results of the national tests and tasks in 2001 at ages 7 and 11 **in comparison with all schools nationally.** In this comparison, standards at age 11 are well above in English and above in mathematics and science. In the same comparison at age 7, standards are well above the national averages in reading, writing and mathematics. This picture represents at least good achievement and progress over time for most pupils throughout the school, but particularly for children by the end of reception and for infant pupils.

² The comparison is based on the Qualifications and Curriculum Authority's benchmark information designed to compare end of key stage tests and assessments with those of similar schools nationally.

6. The inspection shows that, by the time pupils leave the school, nearly all pupils are on target to achieve overall standards at least in line with those expected for 11-year-olds in English, mathematics, and science. A large minority should clearly exceed these expected levels. This puts the overall position at above national expectations. Currently, standards throughout the school in reading, speaking and listening, in number, algebra and in most aspects of science are certainly above what is expected and in some areas, such as reading and speaking and listening, they are well above. The standards in the other aspects of these subjects are satisfactory. The comparative difference in standards between infants and juniors, as seen in the national results in recent years, is not so apparent when examining performance across all aspects and subjects of the National Curriculum. Inspection findings show that, on the limited evidence available from a short inspection, standards in other subjects look high throughout the school and particularly in art, music and physical education. This judgement is based upon a scrutiny of pupils' work, looking at displays and achievement records, talking to pupils and observations of a lesson in physical education, one in information and communication technology and one in history.
7. There are no significant differences between the achievements of boys and girls. All pupils are fully included in the work of the school and have access to the full range of provision. Indeed, for example, through effective teaching of pupils with special educational needs and the provision made for them, these pupils participate more effectively and achieve more distinctively than they would do otherwise.
8. The school sets challenging and agreed targets and this has helped to improve attainment over a number of years. It does a thorough analysis where the school does not achieve its targets, giving reasons and showing areas requiring improvement. In 2001 by the time pupils left the school, the agreed targets were exceeded in English and science, but not achieved in mathematics. The school has set similar targets for 2002. Targets are sufficiently high.
9. The focus for the inspection was on standards by the time pupils leave the school, but the strengths discussed here are whole-school ones since they are cumulative and should be seen as such.

English:

10. In English by the time they are in their final year at Barnwood, pupils produce much work of real quality. There is very good coverage of the English curriculum and, for example, pupils are very knowledgeable about figures of speech, such as similes and metaphors. They know about the different components in writing stories and how writing changes dependent upon the intended audience, such as writing for information, leaflets, factual writing, biographies, autobiographies and curriculum vitae. Punctuation is good and pupils use, for example, direct speech and apostrophes accurately. They know the names and understand the functions of the principle parts of speech, such as nouns, adjectives, verbs and prepositions. The overall quality of work may be summarised when pupils of below average ability produce telling simile poems to include: "The sea looks like a blue blanket, but the sand was boiling my feet like pancake", and above average pupils write, "a thunderstorm is like an orchestra playing with all its might".

Reading:

11. Pupils were heard reading during the normal course of their lessons and inspectors talked informally with them about what books they liked and why. The school has very clear records, which show the high levels of attainment in this area. Most pupils by the time they leave school read fluently and accurately and with understanding, a wide range of texts. They have the ability to express and justify preferences. Pupils enjoy a sustained silent read, for example, in their own time or when waiting for registration to begin. They read aloud confidently from prepared and unprepared texts to a group as when reading poems such as *The Highwayman* or *The Windmill* from an overhead transparency or indeed their own poems. Pupils read with expression a range of texts, including fiction and non-fiction. When discussing books informally they understand and interpret characters' actions and make predictions as to the plot. Most have the ability to collate information from a variety of non-fiction books, but these skills are comparatively underdeveloped. The clear majority has developed the ability to skim and scan to gain immediate access to knowledge.

Speaking and Listening:

12. Pupils speak with confidence whether it be when responding to questions in class, talking with each other or talking to adults. They use a variety of expressions dependent upon which of these circumstances. Most pupils have a wide, rich and accurate vocabulary range, using confidently words such as 'anticipation' and 'fearful' in context and with understanding. Pupils have an increasingly sophisticated structure to their speech. This enables them to express meanings that are more complicated, as when explaining what they did in an information and communication technology lesson on spreadsheets. They also have a good command of specific terminology such as 'enter data', 'location of cell', 'row and column indicators'. They make interesting talkers and hold the attention of their listeners. Most understand the basic formalities of discussion, such as sticking to the point, when to speak and when to listen. More able pupils choose carefully the content of their oral contributions to make it relevant to the topic and more accessible to the listener. Pupils speak with clarity and expression, giving opinions and responding to others' ideas. They are less adept at structuring their speech to have clear introductions and endings and lack more formal opportunities to practise these skills. However, the majority of pupils are becoming aware of the suitable use of Standard English. Pupils have good foundations laid for their developing speaking and listening skills. For example, by the end of reception children use to good effect audio tapes and headphones to listen to and talk about stories. In an English lesson when learning about ordering a set of instructions, pupils demonstrated their very good speaking skills when explaining lucidly to their teacher what they had done previously in design and technology on fireworks. This led on to discussion for making a Christingle. Pupils then transferred the result of quality discussion into their written work. This was a good example of effective teaching and learning with a cross-curricular element.
13. Pupils are very good listeners. They observe very well in more formal circumstances the conventions of speech, waiting politely for their turn even when excited. As in a mathematics lesson when they explain their different strategies on interrogating a line graph, with subsequent very good listening skills as they evaluate what others are saying. They listen carefully to their teachers, absorbing the information given and then respond accurately and at length to questions about it. They have good evaluative skills in this. For example, in music they listen and appraise orally and in writing about the mood evoked through music, comment that, "it brings back memories", "it started up really happy, then became sadder", and "it makes me feel relaxed and calm". Pupils ask good questions based upon what their teachers have told them. The vast majority listen for instructions about tasks and responsibilities and the level of good execution

shows how well they have listened to the adults in the school. Most pupils are very considerate of the views of others, whether it be their schoolmates or their teachers. Group discussion work is a little underdeveloped and pupils need further structured opportunities in this area; for example, in contributing to the planning of and taking part in presentations to wider audiences.

14. Talking with pupils at Barnwood, whether formally or informally, is a pleasurable and interesting experience.

Mathematics:

15. In mathematics by the time they leave school, pupils work with six-figure numbers successfully using all four rules of addition, subtraction, multiplication and division. They handle decimals well, moving digits to the left. Most pupils understand the properties of three-dimensional shapes. They present information through pie charts, line graphs, tallying and bar charts. Presentation needs working on: there is often no scale or title and axes are not named. Pupils successfully work in fractions and use a variety of methods for multiplying and ordering fractions. They have tests on their tables and most pupils clearly know these as required. They understand negative and positive numbers. They understand and work with angles. Number work is very good.

Science:

16. Pupils learn science through topics. For example, older pupils, in work on forces, recognise that we use force in a variety of activities and that there are various ways to measure it. Pupils write up an experiment on friction, scientifically with satisfactory literacy skills. There is some evidence of fair testing. For instance, they plan a shoe experiment to see which shoe would be best in icy weather. Their planning sheets include questions to answer about which shoe to use, what equipment they need and what they need to change to carry out the test fairly. They also conduct successful electrical experiments to make buzzers work.
17. Interesting to note here a very successful lesson in Year 1 with the same content but, of course, approached at a different level. The investigative 'hands-on', independent and supported learning by trial and error techniques used by these younger children was an example of best practice for the whole school. The more able were given batteries, wires and bulbs and had to work out what to do themselves under the watchful eyes of teachers and support staff. The excitement thus generated was almost touchable at times.

Other subjects:

18. Only two lessons were seen outside the core curriculum of English, mathematics, science and information and communication technology. These were in physical education and history. In a very good physical education lesson, the older pupils performed very well. Particularly impressive was the way in which they handled the large apparatus. This was only the second time that pupils had set up and used this apparatus. Not only did they transfer well their floor skills at balancing and sequencing onto the apparatus, but they set it up and put it away quickly and efficiently, with the minimum of fuss and an eye always to safety. Participation, involvement and enjoyment were the keywords for this lesson. In the effective history lesson, younger juniors showed a good concept of time when investigating life in Ancient Greece. They asked pertinent questions and gave knowledgeable answers when discussing the busy life and hard domestic work of a resident male slave called Eukalees. Indeed, one pupil was heard to ask quietly "What happened to Mrs Eukalees?"

19. The survey of work and displays in other subjects shows very good progress. The only drawback was in the inconsistency in the quality of writing, presentation and spelling. Very good quality displays of pupils' work enhance the learning environment and show the good and very good standards throughout the school, adding considerably to the pervading ethos.
20. Art and music are worthy of a particular mention. Art shows very good standards and very clear progress over time. The work is particularly effective with, for example, very good use of water colours in an excellent snow scene. Pupils make very accurate observational drawings of Victorian artefacts, plant and flowers. The high quality displays are well linked to topics in other subjects, such as music, with painting arising out of a music stimulus. Links are made to science, geography and history, for example, with very clear portraits of the Tudors. Children by the end of reception use primary colours and mix colours well to make patterns and pictures. Coverage of the art curriculum is also very good with sewing, weaving (textiles), printing, use of clay and reference to the work of well-known artists, such as Monet and Seurat.
21. Music is very important in the life of the school, through its choir, concerts, assemblies and instrument playing as well as in lessons. Standards are high. In the subject work, for example, younger pupils recognise different sounds such as whistle, stamp, tap and clicking tongues as a foretaste to encourage listening skills and sound recognition. Pupils carry out graphic scoring with symbols for loud/quiet sounds. Pupils experiment in dance by performing sound pictures. There is a good build-up of skills.
22. Information and communication technology is a developing subject in the school. However, the school has sown the seed for this subject to become a real strength, once all teachers have gained the confidence and subject knowledge planned for them. In the lessons and work seen where this is already in place, the levels of pupils' attainment are impressive.

Special Educational Needs:

23. The provision for pupils with special educational needs is very good. The school's policy of assessing pupils' needs as soon as they enter school is very effective in getting help for them as soon as possible. Teachers know and understand their pupils' needs very well. They plan clear individual targets, set work at an appropriate level and provide very good quality teaching support, often from additional staff. This helps these pupils to make very good progress towards their learning targets. All pupils with special educational needs have individual education plans, which very effectively relate to their particular needs. The school keeps good records of progress and this ensures the continuous match of provision to needs. There is very good involvement of outside agencies, with well-documented reviews. The co-ordinator keeps information about each pupil on the register and the documentation is thorough, comprehensive and well monitored. There is good evidence of assessment and accountable progress. All pupils achieve well according to their abilities. For example, in a session recognising language patterns such as the 'ow' at the ends of words and 'oa' in the middle, the planning was extremely precise and well matched to a pupil's needs. This meant that barriers to learning were broken down in the concept of two letters making one sound and progress was subsequently very good.

There is a very good ethos in the school through its very effective leadership and management; high quality teaching and learning; pupils' very commendable attitudes; very good relationships and very high standards of behaviour. An enriched curriculum promotes this ethos very well.

24. Barnwood is a vibrant and caring community, which respects the talents and merits of each individual. The school community works together as a team to include both adults and pupils. The school recognises that this 'family' unit within a Christian ethos is greater than the sum of its individual parts. There is a happy, tranquil atmosphere in the school. The realisation of this ethos is through its high quality.

Leadership and management:

25. The leadership and management of the school are very good. The headteacher has been in post for two terms. She has a powerful vision for the school, which includes 'giving ownership of the school back to the pupils'. In her, the school has a very effective headteacher who leads with a gentle strength. The headteacher is utterly professional. The headteacher knows and understands her staff very well. She endeavours to "use their strengths and bolster their weaknesses". A thoroughly competent and enthusiastic deputy headteacher, capable senior management team and hard working staff all fully support the headteacher. The headteacher values greatly the senior management team contributions. This produces a real sense of teamwork. The involvement of parents in this team approach is essential to the school's vision.
26. The governing body is very professional, knowledgeable and active. Governors feel "this is lovely place to be in" and that the school is "a special place". All feel valued as persons in their own right. The chair of governors is very knowledgeable about the school and is well informed, as is the rest of the governing body. The governors have good committee structures that work very well. Governors receive and seek training. All have an attachment to specific areas of the school's work. The governors give unqualified support to the headteacher and staff, for whom they have the highest regard. The governing body has regular health and safety checks carried out. Governors clearly have the best interests of the school at heart. They are "committed and want to feel they are spending the money wisely to improve the school environment".
27. All people that go to make up the leadership and management of the school play a very effective part in monitoring its work. All know its strengths and have identified its weaknesses. The team is full committed to amending and restructuring the school development plan to address any issues or deficiencies. There is clear evidence that this is an on-going process. Barnwood is a school that benefits from a leadership and management team whose members are all going in the same direction to achieve the same vision. The school makes every effort to ensure that all pupils are included in the life and work of the school and every pupil has access to the provision. The day-to-day financial management and administration are effectively in place to evaluate best value judgements on financial decisions. The school has a budget under spend, which is slightly above average levels recommended for contingency, but governors have earmarked this for building purposes, namely a new information and communication technology suite. Planning and execution of this project are well advanced. Resources are very good and the school makes very efficient use of them. The school employs a high number of dedicated and able support staff. It uses this resource extremely efficiently and well. The support staff contribute well to the high standards seen in the school.

Teaching and learning:

28. The quality of teaching and learning is very good. Inspectors observed all teachers in class, with a particular emphasis on the teaching of English and mathematics for pupils aged 7 and 11 years. The amount of high quality teaching affects significantly the rate and level at which pupils learn. For example, teachers manage their classes very well, which ensures that pupils waste little time in lessons. A good example of this was in a Year 2 mathematics lessons on Venn diagrams with boisterous and excited pupils, with lots of ideas and suggestions. The teacher handled the session well through good controls, such as asking of specific pupils pointed questions demanding exact answers, changes in the speed and volume of her own speech and insistence on taking turns and listening to each other. Good eye contact also helped.
29. There are very good relationships between teachers and their pupils and these produce a shared interest in learning. For example, in a Year 4 English lesson on the second week about instructional text, the teacher told a lovely story about his brother with great humour. Pupils loved this: the teacher gained their interest immediately and the anecdote brought pupils and teacher together in a warm, productive learning environment. Teachers have very good subject knowledge, which enables them to prepare thoroughly what it is they want most pupils to learn and how well they want them to learn it. For instance, children under five had the clear focus of a lesson involving several activities with a variety of sound games and jigsaws for matching; role-play in hospital with given tasks using 'medical charts'; large wheeled/pushable toys for explorative play in the courtyard; large bricks and a train set for imaginative creative development; the computer for matching sounds to words. The management of the class and these activities demanded a high level of organisation, preparation, management and clear objectives from the teacher. This lesson also showed a very good use of resources by pupils and teachers alike.
30. Good subject knowledge also ensures a sharp focus on the content of lessons, sustaining pupils' interest through a variety of well-planned tasks. This was very noticeable in a first-rate lesson given to Year 5 pupils on previously learned and new software skills. This was also very evident in a very productive learning situation for pupils in a Year 6 booster class in English about the somewhat complex differences between a simile, a metaphor and personification. With their very good questioning skills, teachers find out what pupils already know and consolidate what new learning they wish them to have in order to take learning forwards. A very good example of this was in a Year 3 history lessons where the teacher, through a variety of questioning techniques, revised what pupils had learned in a previous lesson about a household in Ancient Greece. The questioning brought the subject back to life and sustained pupils' interest, enabling them to move onto new learning – the work of the slave – with confidence.
31. Teachers have high expectations of good behaviour. In Year 1, for example, in whole-class work on *The Big Book: I Love Animals*, pupils were very eager to contribute. The teacher allowed them to do so, but in a well-ordered and constructive way. One effective technique was, "I need quiet now so that I can think about what I want to say and write". In a Year 6 class of average and below average pupils the teacher kept pupils on task, particularly the small number of boys who were losing concentration, through interesting work and well chosen directed questioning, delivered in a no nonsense way and with a sharp reminder of what was expected of them. All teachers demonstrate particular expertise at the start of lessons to remind pupils of the stage the lesson is at and to check understanding of prior teaching and learning up to that point. All teachers have high expectations of work ethic. This was particularly noticeable in

booster³ classes and in lessons held outside the tight framework of the classroom, as in physical education. All teachers, however, do not consistently match this rigour with an equally high expectation in presentation and completion of work. Their own skills in presentation do not always offer good models in this respect.

32. The teaching of basic skills in literacy and numeracy is good and continuous application, other than in the teaching of handwriting, across the curriculum strengthens this, and contributes to the good progress pupils make throughout the school. Teachers make good use of resources, in particular effective classroom support, and this enhances the rate at which pupils learn. The teaching of children by the end of reception is consistently of high quality and this gives children an excellent start to their schooling. The effective team approach, in which teachers and support staff are encouraged to evaluate their work with each other and senior management and to share good practice, ensures consistent improvement and has a good impact on standards.
33. There is some very clear other evidence of very good teacher subject knowledge, preparation and effective teaching. This is seen in the well-annotated photograph portfolios of pupils' work in, for example, art work. The portfolios show skills taught in a progressive way from reception to Year 6, with good quality end products. This indicates very good progress over time.
34. Teaching of pupils with special educational needs is very good. Pupils on the register of special educational needs achieve well, relative to their prior attainment. One example suffices. In one-to-one language work there was a very well diagnosed specific need. The teacher set a very effective and challenging task, "I went shopping and bought...". The pupil had to remember a sequence of items up to four. The input from the teacher showed care and understanding, with a patient, gentle approach. A well-motivated pupil rewarded this. The pupil was keen to work and was making very good progress. Three out of four items were remembered initially and subsequently the fourth. This was a prime example of progress seen to happen. The whole exercise was a good example of relevant withdrawal from lessons to address a very specific need, which subsequently helped the pupil to operate in a whole-class setting.

Attitudes of its pupils:

35. 'Best school ever – really good.' 'Maths is fun.' 'Teachers are busy, more like friends.' 'We have opportunities for research but would like more – school is exciting – we get to go to the library.' 'We can take part in anything we like – we can get a part in the school plays or sing if we want to.' 'This is a safe and happy school.' 'Teachers deal with the few naughty children very well.' 'This is an all-round great school – like a home.' These comments from pupils in Year 6 and Year 2 sum up more than adequately pupils' views of their school.
36. Pupils have very good attitudes and enter school happily and sensibly, with a clear sense that they have come to learn as well as to have fun. This positive ethos for learning runs through most aspects of school life. Stimulating, well presented, and varied displays promote interest and information whilst celebrating pupils' work. Full bodied and enthusiastic singing in assemblies shows commitment to school and warmth in the spiritual dimension of its work. Pupils respond well to praise and reward. There is clear excitement and buzz at the mention of merit assembly and pupils look really pleased to have their efforts recognised. Children start early in their school life to acquire independence; for example, they choose which materials to use in their collages.

³ In booster classes, a teacher takes a group of more able pupils for concentrated work on aspects of the subject. Another – teacher takes the remainder of the class for the same topic but at a level suited to their abilities.

37. Pupils' personal development is very good: they grow in maturity as they progress through the school's caring community. They are not afraid to admit when they have made a mistake or own up when they have done something mischievous. As in a lesson on using Venn diagrams, when a pupil changed his answers on the board in front of the class whilst the teacher was talking and looking elsewhere. The pupil did this with an impish grin and spontaneously. The older the pupils are, the more jobs and responsibilities become available in the school. Pupils carry out these duties with enthusiasm and care. Consistently good teaching helps stimulate and maintain their interest and concentration levels. Care for the school environment is a theme running through much of the work of the school. For instance, the pupils water plants and do some weeding. However, many of them would like more 'ownership' and with all the very good behaviour structures and relationships in place, they are certainly ready for this.
38. The time is right to give all pupils carefully structured opportunities for even greater involvement in the day-to-day running of their school, but with the added responsibility of decision making. The school has been considering recently this aspect as a way forward. A first-rate example of this initiative is in Year 6: in the front of their books and displayed in the classroom is a list of pledges. Pupils have these attached to a page of personal targets with space for them to make a note of any particular achievements or problems they have or things to ask the teacher. The pledge is signed by the pupil and reads:
- I will listen;
 - I will follow directions;
 - I will be honest;
 - I will respect the rights of others;
 - I can learn;
 - I will learn;
 - You see, I know it's all up to me.
39. Pupils consistently behave very well in and around the school. They understand that the school has expectations that this will happen. Classroom behaviour is very good as a matter of course. This contributes well to the learning that occurs, as there are very few disruptions. At the beginning of the school day, pupils come into classes quietly, but with a sense of expectation. They settle very well to their routine tasks, usually preparation or reading, whilst waiting for registration. Behaviour in the playground is also very good with pupils showing a high level of self-discipline. They behave very sensibly around the school when, for example, going to and from assemblies. Pupils are thoughtful and considerate to each other and towards the staff. They are smart and obviously take pride in their school.
40. Pupils confidently talk to adults, eagerly show and explain their work. The relationships between staff and pupils and between pupils are very good indeed. Pupils and adults share experiences, as in school concerts, when pupils and adults alike play music together. Members of staff know pupils individually and treat them with respect. Pupils are thus encouraged to achieve well. For example, pupils were ready to explain and ask questions about what they had found difficult in a lesson in information and communication technology. In this, they feel comfortable and secure and carry out some aspects of self-assessment. All members of the school community respect and value each other and pupils are regularly helpful and show courtesy in such ways as holding doors open, offering to help clear up after lessons and even asking inspectors politely if they are lost. Pupils show curiosity and were keen to discover exactly what it was that inspectors did. Staff provide positive role models, making time for each pupil. Parents value this.

Curriculum it provides:

41. At the last inspection, this area was satisfactory with some good features. The school has put a great deal of effort into improvement and the curriculum on offer is now very good. This is because of the way in which the school has handled its former issues. It has developed significantly aspects of the curriculum, particularly for children by the end of reception. The school has improved significantly its assessment procedures and these now form a mainstay of how well the school cares for its pupils through its monitoring of their academic performance. The curriculum reflects the very positive ethos of the school and is now one of its strengths.
42. The curriculum is very consistent across all its provision from year to year and class to class. New schemes of work ensure that all subjects provide a structure, which allows pupils to build on knowledge and understanding gained earlier in their school life. This structure is designed to ensure that all pupils receive a similar experience, but one that meets their needs. There are very comprehensive portfolios for all subject areas showing very good coverage and very good depth. The portfolios for individual pupils are very well presented in school-crested folders. They show the information from point of entry and evidence of major achievements and assessments. The portfolios also contain annual reports and targets for each year. Pupils add their responses. All indicate good standards and some, for example for history, physical education and music, show very good standards. All in all, these are very good records of each pupil's individual career through the school.
43. High levels of communication amongst staff with a great deal of time dedicated to all planning ensure this consistency. All members of staff take a full part in this. Part-time, temporary and supply teachers have good systems of communication between them to ensure continuity in teaching and learning, if a class has more than one teacher. The consistency in planning carries through to the high quality of display where members of staff sensitively mount pupils' work around classrooms and the school to celebrate and promote further learning. The curriculum has a broad range of activities, which meets pupils' needs. The school places a high priority on teaching the basic skills of literacy and numeracy effectively. This helps pupils to learn. For example, highly developed reading skills mean older pupils successfully carry out individual history research, sometimes completing additional work at home. They record their work independently in attractive topic books.
44. The school organises its curriculum to offer meaningful and stimulating experiences for pupils and offers good opportunities in and out of lessons for pupils' spiritual, moral, social and cultural development. It takes great care to cover systematically all the National Curriculum and Early Learning Goals⁴ within the framework. Pupils have very interesting tasks to carry out to extend their understanding. For example in reception, after sitting in assembly, pupils spent some time outside running and jumping before starting lessons. They then sat and shared with the teacher the focus of the lesson, which was on language skills. There was a good role model here: in discussion one child said, "Oh my God". The teacher immediately responded with, "Oh my goodness, yes!" Children then worked in ability groups on phonics to develop reading and writing skills with staff. The emphasis during the session was on constant encouragement to pupils to think and do for themselves. There was good rapport, fun and learning simultaneously happening through a variety of activities and messages. All these experiences occurred within one lesson and were extremely effective because there

⁴ Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

was a large number of adults supporting each group of children. This enabled them to draw out the individual responses of each child to the experiences.

45. A host of extra-curricular activities enriches the taught curriculum. There are regular weekly clubs, such as art and craft clubs where, for example, pupils make three-dimensional stitched/collaged Christmas cards. In this instance, there was a very pleasant atmosphere as pupils chatted whilst working, incidentally making very good use of their speaking and listening skills. Football and games clubs generate high activity levels of excitement and a real sense of team spirit and fair play – competitive but fun.

Pupils' spiritual, moral, social, cultural and personal development is very good.

46. The school promotes pupils' spiritual, moral, social and cultural development very well, through the arts and a strong statutory curriculum. The school improvement plan identified a focus this year on reviewing the planned developments of the spiritual dimension.
47. The school promotes very well pupils' spiritual development through the Christian ethos. Pupils' progress in this area is very good. There are good links with the local parish church and more planned. The vicar and members from different denomination churches visit regularly, to lead or attend assemblies and participate in religious education lessons. Visitors also speak to the strongly supported Christian club. The spiritual dimension runs throughout all the school's work and is evident in the attitudes of all those in the school community both in outlook, words and deeds and in the relationships therein. This dimension is neither cloying nor oppressive, but is a seamless essential in the fulfilment of the school's aims.
48. Pupils' cultural development is very good. Year 2 pupils make comparison visits to other school such as in the Cotswolds, thus extending their cultural awareness. The school holds effective arts and music days on which pupils gain further hands-on experiences and widen their interests. A visiting storyteller recounts stories from other cultures. The school is very aware of the need for cultural diversity and recognises through its curriculum other festivals. Pupils gain an understanding and appreciation of other cultures through, for example, visits and visitors, such as from theatre companies. They learn about people and other cultures in music, history and geography. There are relevant books in the library. Teachers encourage pupils to appreciate beauty through music and the observation of the natural world, for example, when observing and talking about the growth of plants and animals. The school makes very good use of the peripatetic music service.
49. Pupils' social development is very good. Boys and girls work very well together in small groups, as when carrying out a practical investigation on the angles of a triangle. Girls participate in football teams and boys in netball teams. There is good promotion of social and moral development through, for example, school assemblies, where not only are the talents of others recognised, but remembering to say thank you, helpfulness and politeness are shared as worthy virtues. The choir sings at a local nursing home and other venues to raise money for charities. The many visits contribute to pupils' social development by establishing good behaviour patterns in an adult environment. Relationships are very good. Pupils have responsibilities, which increase as they move through the school. For example, older pupils handle the overhead projector in assemblies. Pupils also initiate and take responsibilities for activities, such as responding to charity appeals.
50. The school fosters a high level of mutual trust and respect. Pupils' moral development is very good, based on a clear code of conduct and a consistent approach by staff.

Pupils know the difference between right and wrong: this is taught specifically through the citizenship programme. School and class rules reinforce the importance of establishing appropriate rules for working within a community. Teachers use personal anecdotes to give immediate impact to the school's moral and social messages. This sharing gives pupils confidence. There are planned links with children's charities for next year. Pupils prepare shoeboxes with toys and gifts for needy children in Eastern Europe at Christmas. Pupils work in a range of different contexts to develop social skills. For example, in some tasks pupils that are more able work with less able pupils to share their skills and in other contexts pupils work with pupils of similar attainment. Older pupils help younger pupils in some classes and in the playground. The friendly, understanding administrative, caretaking, catering and midday supervisory staff play important roles in pupils' moral and social development, as part of the school's whole team approach.

51. The provision for personal development is very good. The very good role models provided by staff and the shared, high expectations of attitudes and behaviour ensure that pupils develop a mature understanding of their moral and social responsibilities. Assessment sheets help pupils understand that they have some responsibility for their own learning by involving them and interesting them in appraisal. An example of this is in music where assessment sheets give focus and ask for comments and judgements on composing and performing. The next step is to develop pupils' self-assessment of their performance. Provision for personal development is particularly strong for children by the end of reception. Each class has 'circle time'⁵ and this gives a weekly opportunity for pupils to express their thoughts, feelings and opinions. This programmed 'circle time' is particularly effective in promoting pupils' speaking and listening skills. For example, when discussing amongst themselves what makes them sad, the responses included, "When daddy goes away and I can't go with him" and "When nobody plays with me". Discussion with the whole group then dealt with these observations sympathetically and constructively. In a Year 6 lesson on imagery, pupils came across words, which might have produced sniggers and a silly response. There were absolutely no signs of embarrassment or foolishness and pupils discussed the work in a responsible fashion. This was clear evidence of pupils' developing maturity, effective teaching and a good school ethos. A member of staff acts as citizenship co-ordinator. The staff team gives strong pastoral support to pupils.

⁵ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

WHAT COULD BE IMPROVED

Standards in writing, data handling and presentation through increased opportunities for practical, investigative, creative, independent work that challenges boys and girls of all abilities.

52. Although attainment is above the national average, the trend in the school's average National Curriculum points⁶ is below the national trend, i.e. the rate of improvement is slower than that nationally. This is not a question of complacency, but more one of focus. There are comparatively weaker standards in writing and in using, applying and data handling in mathematics. Practical investigative work in science is also somewhat underdeveloped. The school recognises through its analyses these comparative weaknesses and has already started planning for the required improvements in these areas.
53. A minor point is to do with gender and practical activities. In the 2001 tests at age 11, in all subjects boys exceeded the national average by more than the girls, particularly in mathematics and science. This indicates, in addition to boys improving faster to catch up with the girls, that some girls have a measure of underperformance in this area. This can also apply to some activities outside the classrooms. For example, there is a marked lack of resources at playtimes for girls. Several girls feel that the boys hog the playground. Although the school feels there are health and safety issues here, it was nevertheless a source of great indignation from some pupils and the school should look at this again. Gender is not an issue in the school, but inequality is an aspect that the school should bear in mind. For example, in the otherwise excellent merit assembly it was noted by inspectors and some pupils as well, that significantly more boys than girls earned the rewards and that boys were "polite and courteous" in their commendations whilst the girls were "helpful". Whilst this might reflect the extent of the progress boys needed to make, it is nevertheless a form of stereotyping and a potential source of inequality.
54. The focus for the inspection was on standards by the time pupils leave the school, but the deficiencies discussed here are whole-school issues since they are cumulative and should be seen as such. Nevertheless, the standards of work for pupils in the final year at Barnwood have clearly improved since September and this is because of effective teaching that builds on the prior learning acquired as pupils have progressed through the school.
55. In all year groups, the majority of pupils are of average ability and a significant minority have above average abilities. However, sometimes there is no real distinction between the quality and quantity of work that these two different groups of pupils produce. Whilst the overall standards are good, this means that the more able pupils on occasions do not have precise tasks of sufficient challenge. This slows their rate of learning and ultimately affects the performances they produce in the national tests. This applies throughout the school. For example, in a science lesson a more able pupil identified the conclusion to an experiment, which was one of the outcomes of the planning, that is that air temperature affects the rate at which liquids cool, well before the teacher had arrived at that point with the rest of the class. There is some inconsistency in marking and teachers do not insist routinely on high quality presentation and completed work from

⁶ The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in another school. At Key Stages 1 and 2 the **Level-level** attained by each pupil, for example, in mathematics, is given a score. A Level 1 = 9 points, a Level 2 = 15 points and so on. Therefore, the average points score in mathematics is worked out by adding up all of the points based on the **Level** attained by pupils and then dividing by the number of pupils who took the test. Therefore, a school whose average points score for mathematics in the end of Key Stage 1 tests is greater than 15.0 is one whose pupils are performing above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2 is 27.

their pupils. The school has identified most of these comparative weaknesses and is taking steps to address them.

56. Standards in English are good overall, but the main areas of concern are in the standards of writing and presentation. This applies not only in English, but also across all the subjects of the National Curriculum. The more specific weaknesses are in spelling, which is sometimes erratic, and in handwriting, which is often untidy. For example in English work, 'lauguter' for 'laughter' and 'faforit' for 'favourite' from pupils of average ability at the top end of the school. Equally, some pupils of average ability are still not consistently using cursive (joined up) handwriting by the time they leave the school. Handwriting in several cases is badly formed. Whilst it was early in the school year, some of the work seemed rushed and not 'cared for'. Pupils are at times careless, writing 'moster' for 'monster', the wrong 'their/there' when they clearly know the difference and 'crips' for 'crisps'. There is not a great deal of depth in creative writing and many girls produce less extended work in this area than expected.
57. Standards in mathematics and science are good overall, but practical investigative work and data handling in both subjects, and indeed in other subjects, is underdeveloped. The school misses opportunities to use these areas to give pupils more control over their work through greater initiative and independent research. Presentation in mathematics is also not consistently good and there are some marking issues for teachers to sort out. For example, pupils consistently mis-spell numbers as 'nummbers'. Some work is unfinished and pupils have not returned to it. There is a mixture of pencil and ink with older pupils and lots of crossings out. Marking is sometimes retrospective in that pupils produce a lot of wrong answers before it is acknowledged that he or she does not understand.
58. In the experiment to determine the suitability of shoes in bad weather, pupils produce a conclusion and a graph for the results but there was no evidence of prediction. This put limitations on pupils' independent thinking about the experiment. For most classes, the writing up of experiments in presentation is not good. For example, pupils do not routinely use a ruler for straight lines or templates for circles. When this happens, work looks untidy. Marking does identify problems, but this tends to be after the event rather than ironing out the problem during the lesson. For example, marking posed questions such as, "Did you manage to get the buzzer to work? What was the problem?" The pupil did reply to the question and knew why the experiment had not worked, thus the marking appeared needlessly negative. On other occasions, staff apply the marking policy consistently and well. Marking is up to date and staff use stickers for encouragement. Comments such as, "key information here – well done" are helpful. These are examples of good practice.
59. Pupils require even more opportunities to carry out mathematical and scientific investigations. They need to have time to plan together and to make and fully record their own deductions from investigation results. In this area, there is a need also to raise more consistently teachers' expectations of what pupils are capable of learning. Pupils require further opportunities to discuss their work and to write independently and need more insistence from teachers on accuracy and quality in their writing. Pupils should use the high order of skills they have in speaking and listening and in reading to even better effect here. Quite a lot of work is done on work sheets or photocopied tasks. Whilst these have undoubted merit, they sometimes are so structured as to prevent pupils from making their own decisions.
60. Whilst pupils use their literacy skills to write up experiments and their numeracy skills to represents results, the standards here are only satisfactory. Pupils now need even more opportunities to transfer and use their considerable reading, speaking and listening skills into more structured writing tasks. What is lacking principally in English,

mathematics and science, but also across the rest of the curriculum, is **consistency** of approach and **regularity** of provision of specific practical investigative initiatives, to encourage overall independence of thought, expression and action in all pupils. The school's developing provision in information and communication technology will be a great boon to this work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to take the school forward, the headteacher, senior management team, governors and staff should:

raise standards throughout the school in writing, data handling and presentation by:

- 1 planning further opportunities to provide more practical, investigative, creative, independent tasks in and out of the classroom that challenge boys and girls of all abilities to:
 - (i) formulate ideas, predictions, hypotheses, intentions;
 - (ii) gather information and evidence;
 - (iii) plan and organise their work;
 - (iv) draft, revise, refine;
 - (v) record or write in structured detail, factually or imaginatively;
 - (vi) analyse, evaluate, conclude or explain;
 - (vii) present work neatly in a readable, understandable format, suited to the nature of the task and the type of audience;
 - (viii) encourage pupils to think for themselves;
- 2 adopting a consistent approach to the teaching of handwriting, spelling and presentation, and insisting on high standards by ensuring that the school's good marking policy is consistently applied in order to tell pupils how to improve their work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	9	4	2	0	0	0
Percentage	0	60	27	13	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll currently

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	227
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	17	18	17
	Girls	16	16	16
	Total	33	34	33
Percentage of pupils at NC Level 2 or above	School	97 (94)	100 (94)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	17	17	18
	Girls	16	15	16
	Total	33	32	34
Percentage of pupils at NC Level 2 or above	School	97 (94)	94 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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
		2001	16	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	15	16
	Girls	17	13	17
	Total	33	28	33
Percentage of pupils at NC Level 4 or above	School	94 (80)	80 (86)	94 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	15	16
	Girls	15	14	13
	Total	29	28	29
Percentage of pupils at NC Level 4 or above	School	83 (83)	83 (89)	83 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils: 2000-2001

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	187
Any other minority ethnic group	4

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)	9.7
Number of pupils per qualified teacher	26
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	118

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	10	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

Number on roll (FTE 2000 – 2002): 232

Financial year	2000-2001
	£
Total income	415,220
Total expenditure	406,223
Expenditure per pupil	1,751
Balance brought forward from previous year	23,285
Balance carried forward to next year	32,282

Results of the survey of parents and carers

Questionnaire return rate 57.4%

Number of questionnaires sent out	197
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	2	1	0
My child is making good progress in school.	59	36	0	1	4
Behaviour in the school is good.	58	35	4	0	3
My child gets the right amount of work to do at home.	41	50	5	1	3
The teaching is good.	70	24	1	0	5
I am kept well informed about how my child is getting on.	29	47	21	3	0
I would feel comfortable about approaching the school with questions or a problem.	72	21	6	1	0
The school expects my child to work hard and achieve his or her best.	65	31	1	0	3
The school works closely with parents.	43	40	16	0	1
The school is well led and managed.	55	40	1	3	1
The school is helping my child become mature and responsible.	61	33	2	0	4
The school provides an interesting range of activities outside lessons.	37	39	2	12	10