

# INSPECTION REPORT

## **VERNHAM DEAN GILLUM'S PRIMARY SCHOOL**

Andover

LEA area: Hampshire

Unique reference number: 116321

Headteacher: Mrs Louise Herbert

Reporting inspector: Vreta Bagilhole  
17517

Dates of inspection: 4 – 6 March 2002

Inspection number: 196189

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Vernham Dean Andover Hampshire
Postcode:	SP11 0JY
Telephone number:	01264 737241
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Tim Cook
Date of previous inspection:	30/06/1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Vernham Dean Gillum's C of E Primary School is a school of 93 children in the Test Valley countryside approximately 6 miles from Andover. While many children live within the vicinity, approximately half come from out of the immediate area. The school is smaller than other primary schools. There are four classes and the average class size is 23. Six per cent of pupils are entitled to free school meals, which is below average. All pupils are from a white UK heritage. The pupils live in privately owned and local authority housing in the area. The percentage of pupils identified as having special educational needs (24 per cent) is a little above the national average. There are two pupils with a statement of special educational need. Children enter the reception in the year in which they are five. Most have attended a local playgroup or nursery, locally, before starting school. The attainment of children on entry to the reception class is above average.

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

The school provides a very good education for all its pupils. It is a very effective and successful school. The teaching is very good and the children are enthusiastic learners. Pupils achieve very well, especially in English, mathematics and science. Leadership and management are good. There is a strong commitment to maintaining successful practice and the school is in a very good position to raise standards further. The school works very well to include everyone and provides very good value for money.

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

- Standards are high in English and science.
- Pupils achieve very well in information and communication technology and music.
- Teaching is very good and pupils are very keen to learn.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

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

There are no major areas of the school's provision which require special attention to effect improvement.

*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 July 1997 and it has made good improvement since then. Standards in English, mathematics and science have risen and so have standards in music and information and communication technology (ICT). Teachers now identify the main concepts and skills of each lesson, which are grasped, consolidated and used effectively by pupils. Assessment processes throughout the school, particularly for the youngest children, are now good. There has been very good improvement in quality of the curriculum for design and technology and governors are playing a greater role in monitoring teaching and the curriculum. The school has been successful in obtaining a very good improvement in the accommodation and a four classroom extension is being built adjoining the old school building. Because of the high standards in many subjects in the school, the effective leadership and efficient management, the school is in a very good position to make further improvement.

## 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	A
mathematics	B	E	A	B
science	A	B	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the age of seven and eleven, pupils are achieving high standards in English, mathematics and science. In the 2001 national tests, pupils achieved well above the national average. The performance in writing and mathematics of pupils in Year 2 was in the highest 5 per cent nationally and so was the performance of Year 6 pupils in science. When compared to schools with a similar intake, the performance of pupils in Year 2 was well above the average in writing and mathematics and above average in reading. In comparison with similar schools, the performance of pupils in Year 6 was well above average in English and science and above average in mathematics. Inspection evidence agrees with this picture of high standards. Pupils are doing very well in English and science. Standards in mathematics are also very good, but not quite as good by the end of Year 6. This is mainly due to staffing changes and a slight lack of confidence in mathematics by teachers who have not taken this age group before. Further training is needed to ensure that standards do not begin to fall. The school has exceeded the national improving trend in English and science for the last four years. The variation in test results in 2000 was due to a very low cohort of five pupils that year. Pupils also do very well in music and ICT. Due to the short length of the inspection, it was not possible to observe standards in other subjects. The children in the reception class exceed the expected goals for their age in all areas of learning and do very well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Pupils are committed and very enthusiastic about school.
Behaviour, in and out of classrooms	Very good: Pupils respond very well to the teachers' high expectations and enjoy being at school.
Personal development and relationships	Good: Pupils are very articulate and mature. They respect each other's views and show initiative very well.
Attendance	Very good: Attendance rates are consistently well above the national average. There is no unauthorised absence.



## TEACHING AND LEARNING

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

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

The quality of teaching and learning is very good. The teaching of English is very good. Literacy skills are taught very well and the teachers encourage pupils to apply what they have learned to their writing in a wide range of subjects. The teaching of mathematics is very good in Years 1 and 2 and good in Years 3 to 6. The school has provided extra teaching support in the classrooms to work with the more able pupils in mathematics and ensure that the level of challenge is sufficiently high. Teaching in mathematics could be better if staff who are teaching a new age group receive further training. Lessons seen in science, ICT, music and pupils' personal, social, health and citizenship education (PSHCE) were taught to a high standard. All pupils respond with enthusiasm to their teachers' high expectations. The teaching of pupils with special educational needs and those who are gifted or talented is very good. The teaching of children in the reception year is excellent. The teaching is highly organised and shows an excellent understanding of the needs of this age group. Teaching assistants make a very good contribution to pupils' learning in all the classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: The school provides an interesting, stimulating and challenging curriculum that meets the needs of all pupils. The extensive range of visits and extra-curricular activities provide much enrichment for the pupils.
Provision for pupils with special educational needs	Good: The staff meet the needs of the pupils and the pupils are very well supported in the classroom by teaching assistants who know exactly what to do and carry out their role very well. Rigorous attention is given to making sure that pupils, who have a statement of special educational need, receive the best opportunities the school can offer. Good use is made of diagnostic tests to identify where pupils' difficulties lie. Some of the targets in pupils' individual education plans (IEP's) are too general and do not contain precise learning targets and teaching strategies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: The school prepares pupils very well for life in a culturally diverse society through very good opportunities to learn about different traditions, religions and celebrations. It has developed a climate within which all pupils can grow and flourish and become socially and morally aware.
How well the school cares for its pupils	Good: Effective systems are in place to ensure pupils' welfare, health and safety, particularly during the current period of building work.

The school's partnership with parents is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other	Good: The new headteacher has achieved a lot in the short time she has been in the school and has the full confidence of parents. She is carefully monitoring all aspects of school life and identifying areas for improvement.

key staff	Subject leaders have good action plans to guide development.
How well the governors fulfil their responsibilities	Very well: Governors show much commitment to supporting the work of the school. They monitor the school's performance effectively.
The school's evaluation of its performance	Good: The governors know the strengths of the school, and continue to increase their understanding through planned classroom visits and training. The school's performance management scheme is fully in place and being effectively implemented.
The strategic use of resources	Very good: The headteacher and governors ensure best value in their purchases of supplies and services. The school is very generously staffed with teachers and teaching assistants. Taking into account the new building, the accommodation is very good. The school is very well supplied with resources to support learning.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• the quality of teaching</li> <li>• their child likes school</li> <li>• the school is helping their child become mature</li> <li>• the school provides an interesting range of activities outside lessons.</li> <li>• they feel comfortable about approaching the school</li> <li>• the school expects their child to work hard</li> </ul>	<ul style="list-style-type: none"> <li>• homework</li> <li>• the school does not work closely with parents</li> <li>• to be better informed about how their child is getting on</li> </ul>

Parents express high levels of satisfaction with many aspects of the school. Inspection evidence agrees with the positive views of the parents. There are good arrangements for homework. The school is appropriately reviewing its partnership with parents and is planning to keep them better informed about what their children are studying.

## **PART B: COMMENTARY**

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

#### **Standards are high in English and science.**

1. Pupils are achieving high standards in English. By the end of Years 2 and 6, pupils achieve well above the national average in English. By the end of Year 6, standards in science are very high. This is a good improvement from the last inspection when standards were above average in both subjects by the end of Year 6. The school has exceeded national trends in English and science over the last four years, rising first to the very good levels seen currently in 1999 and maintaining them since then.

2. Throughout the school, pupils' speaking and listening skills are well above average. Pupils listen closely to staff and other pupils and express ideas confidently and enthusiastically. They have a good command of spoken English. Pupils of all ages are also very confident speakers with visiting adults. Pupils in reception and Years 1 and 2 met the Mayor when he came into school. They asked him about his job. They were naturally curious and interested to know if the mayor liked wearing his clothes. They asked 'Why do you wear that badge?' They will ask questions to check their understanding. In Years 5 and 6, the pupils can debate well giving clear reasons for and against a pop concert being allowed in the village. The pupils are very eloquent and interesting to talk to about a range of subjects such as their hobbies, the school and music. In a lesson on personal, social, health and citizenship education (PSHCE), the pupils clearly describe how they need to put effort into their work in school and know that it does not always result in a reward. Pupils take part in a good range of drama activities including two school productions a year.

3. Pupils are very good readers. In reception and in Years 1 and 2, pupils avidly read books and show a great enjoyment in them. The children in reception know terms such as author and illustrator. Pupils in Years 1 and 2 read a big book with their teacher and use very good levels of expression in their voices. Pupils respond very imaginatively to what they read and all say 'Oops' in surprised voices and then use loud voices for 'very' when Mr Wolf is very hungry. They take cues from the text and read very loudly when they see very large text saying 'Suddenly!' They have a good knowledge of the initial and final sounds in words. Pupils use the library to research information from books in their work in other subjects such as finding out about the stages of growth to extend their work in science. Pupils in Years 5 and 6 are fluent and expressive readers who know what they enjoy. The pupils describe books as exciting and say they read 'until late' at home. In reading lessons, they do various activities such as reading with the teacher, reading to younger pupils and to each other. They research information in non-fiction books on the rainforest and gymnastics and carry out a wide range of research on the computer. During literacy lessons they find simple and compound connectives in text from the St James version of the bible.

4. Standards in writing are well above average. Teaching has enabled pupils to become independent and confident writers across a comprehensive range of writing styles. The children in reception make excellent progress in understanding text and letter sounds. Even the very youngest can write letters such as 'u'. By the end of Year 2, pupils write independently and with enthusiasm. They use a good range of language to explore their own experiences and imaginary worlds. Their spelling and punctuation is mainly accurate and include the use of speech marks and exclamation marks. They write indexes in alphabetical order and are good at finding words in a dictionary. The pupils write and evaluate poetry well. One pupil writes that a poem she has read 'is funny because it rhymes in every other line' and a more able pupil writes that 'it is good because the poem has rhyming couplets.' Pupils write a 'Missing' poster for a goldfish. They use adventurous and wide-ranging vocabulary and find adjectives to use that will improve their work such as 'busy, creepy and damp'.

By the end of Year 6, pupils write very good letters. Thank you letters are sent to the adventure centre where they stayed giving clear reasons why they enjoyed activities such as the dance during their visit. Pupils write letters of complaint about the trapping of animals. Their stories are full of good description and use vocabulary well, such as 'I went slowly and cautiously'. Pupils become reporters and interview people about an accident at sea asking 'Was the sea rough?' and 'Was he a good swimmer?' They use their literacy skills well in other subjects such as history. Higher attaining pupils in Year 6 highlight key facts and information from a text about the Great Depression to use in their own writing about life in Great Britain before World War II. Lower attaining pupils find information about homes, work and transport. In religious education, pupils write a play about Jesus at the temple. Pupils develop a good joined style of handwriting but sometimes their work in subjects such as science is not as well presented as it could be.

5. Standards in science are well above average. By the end of Year 2, pupils respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data to answer questions. The pupils have a good understanding of animal growth. They notice differences between adult animals and insects and their young. They notice the changes that take place in tadpoles as they grow and that an adult insect grows antennae and its shape changes. They recognise similarities and differences between animals. They know a flamingo is pink and has long legs, whereas, a chick is grey and has to grow feathery wings. Pupils use a good range of vocabulary to provide explanations for their observations. They know that living things need food, water and milk to grow. The more able pupils know you need oxygen to live and that animals can be classified into mammals, amphibians, fish and reptiles. There are good links with design and technology. Pupils make silhouettes by projecting light onto white paper and then make torches using a tube and by making a circuit with a bulb to make it light.

6. By the end of Year 6, pupils make good predictions based on their scientific knowledge and understanding and draw conclusions that are consistent with the evidence. Pupils in Year 3 and 4 have a good understanding of food chains and can describe some of the different habitats that animals live in. They know woodlice prefer damp conditions. Pupils in Years 5 and 6 investigate solids, liquids and gases and find out which substances are soluble or insoluble. The pupils evaluate how to improve the reliability of their experiments such as measuring more accurately and they write about evaporation and explain what it means. They apply their knowledge of evaporation to drying washing on a sunny day and observe a plant grow and investigate what happens when a plant is deprived of light. They carefully record what happens. The scientific procedures are clearly evident and build on the very good foundations made in younger year groups. The pupils can explain why a test is fair and write well reasoned statements. They produce a wild life fact file containing information on animals such as the weasel and owl and describing their habitats.

7. Science supports work in other subjects such as physical education. Pupils have a very good understanding of the effects of exercise on their bodies. Monitoring of teaching and learning is due to take place later this year and pupils' work scrutinised. The school has had a science week where pupils were given opportunities to take part in a good range of activities.

### **Pupils achieve very well in information and communication technology and music.**

8. By the end of Years 2 and 6, standards in information and communication technology (ICT) are well above average. Standards have continued to improve since the last inspection and all pupils make very good progress. There are four computers in each class which are in regular use during lessons. This has a very good impact on pupils' progress and the standards achieved.

9. By the end of Year 2, pupils are very confident users of information and communication technology. Pupils write poems and stories and enter their work from other subjects. They make a good book about animals with much of the information written on the word processor. They work in pairs on the computer and challenge each other well. One girl had written the word 'huge' in a sentence to describe a whale. Her partner said it needed improving by writing the word as 'HUGE'. They both agreed that this would be more effective. Pupils enter information on a spreadsheet about the number of letters in words from a piece of text. They work very well with a partner while doing this. They then interrogate the information to find out which letters are used in words most often.

10. By the end of Year 6, pupils are making very good progress in presenting information in a variety of forms and adding to and amending and improving that information. In Years 3 to 6, pupils are very competent when using the computer to present and layout text. They do book reviews, stories, poems and writing up research in other curriculum areas. They write a story about Little Miss Muffet after listening to the nursery rhyme. Pupils write about friends in the class and call it 'our class encyclopaedia'. Year 5 pupils make very good progress on constructing a web page for the school as they combine information using hyperlinks and then add sound. The site contains details about the school with a games page with answers and an animated cartoon of Elvis. The feeder secondary school has supported them in doing this and the pupils have worked at the computer suite in that school. Pupils in Years 5 and 6 enter information about the pedestrianisation of the high street in Andover. They use pictures to effectively illustrate their work and research information from other web sites. Pupils use a spreadsheet to complete work on multiplication and they use programmable toys well. They do a traffic survey and prepare a questionnaire about the use of cars in their families and they know how to produce a database and to interrogate the information well by asking questions. They prepare a good PowerPoint presentation for homework about mountain ranges such as Ben Nevis and Mount Cook. They import pictures and sound into the presentation. Pupils save their work on the computer and on disk and know how to retrieve it again. To further links with other schools in the area the school is setting up videoconference sessions, which despite some technical difficulties is now beginning to meet with some success. During the production of a Shakespeare play the pupils helped with technical equipment, recorded the sound and used a camera to film it. They then took part in editing and improving their recording.

11. Music is part of the school's performing arts programme. Standards are high by the age of eleven. No lessons in music were seen in Years 1 and 2, but pupils in reception and Years 1 and 2 are making very good progress in performing, composing and appraising. Inspectors saw evidence on the video of the school production and attended assemblies in which the pupils sang and played. One lesson was observed in Year 6. Pupils throughout the school play instruments and have very well developed performance skills. There are good links with other subjects such as ICT and design and technology. Pupils play the recorder, flute, violin, cello and clarinet and the school hopes to start brass tuition later this year. A visiting specialist teaches music in all classes and the co-ordinator observes and assesses the pupils' attainment. Pupils sit in silence and appreciate the music played at the beginning of assemblies. They accompany the hymns playing the flute showing a high standard of performance.

12. Standards in music have improved significantly since the previous inspection. Pupils in Year 1 and 2 use percussion instruments to compose tunes to accompany the school production and their singing is of very good quality. By the age of eleven, pupils sing songs and play instruments with very good levels of confidence, skill and expression. The pupils perform and become actively involved in creating music. They sing in parts and rounds and know how to tune their voices. They understand and use terms such as 'crescendo' and can make appropriate suggestions about how their performance might be improved and where a crescendo can be introduced. Vocal and instrumental performances are assured, enthusiastic and full of life and energy, providing impressive exemplars of

what music making should be. They sing a good range of songs from various cultures such as a calypso from Jamaica and 'Land of the Silver Birch' from Canada. Pupils accompany the singing on the flute and on the drum. They listen to a good range of different music from around the world. Performing skills are highly developed and they perform in a comic opera, which they have written, called 'The Dream That Hath No Bottom'. A local company donated materials for the pupils to make 'tubular bells'.

### **Teaching is very good and pupils are very keen to learn.**

13. Teaching and learning are very good in Years 1 to 6. In the lessons seen, the teaching was never less than good and most of the lessons were very good. The teaching of children in the reception class is excellent. There are many strengths in the teaching. Teachers have high expectations and plan challenging and highly motivating lessons. The teachers and support staff enthuse the pupils with imaginative work and encourage them to develop their own ideas. This approach ensures that pupils of all abilities are challenged and inspired to do their best. Pupils are avid learners; they are enthusiastic and hard working, acquiring skills, knowledge and understanding at a rapid pace. They settle to work with interest and produce a lot in the time available. They have a very good ability to articulate their thoughts on a lesson showing a real excitement in learning.

14. Teachers apply the National Literacy Strategy very well in all classes. They use their voices well to make the lesson more interesting. In a Year 1 and 2 lesson, the teacher builds up excellent relationships with the pupils by sharing the enjoyment of books with them. This enables the pupils to make very good progress in their reading. In a lesson in Years 3 and 4, the teacher uses time targets very well to ensure the pupils learn at a brisk pace and stay focused on the task. There has been good improvement since the last inspection and now teachers give very clear explanations of the task and plan challenging activities. In Years 5 and 6, the teacher communicates enthusiasm and is very clear in explaining new ideas to the pupils. Work in literacy is further enhanced through the opportunities provided to research from books and the Internet. Teaching assistants give very good help to pupils. They help pupils a great deal on the computers and support pupils with special educational needs. They understand their role in the classroom very well and make a very good contribution to pupils' learning in all the classes.

15. The quality of teaching in mathematics is very good in Years 1 and 2 and good in Years 3 to 6. The teachers apply the National Numeracy Strategy well. In Years 1 and 2, pupils make very good progress in their learning because the teaching is very well prepared to include all abilities of pupils and lessons are conducted at a brisk pace. Pupils are required to explain how they work out answers to questions in mental calculation and are only too happy to do so. Lessons observed in Years 3 to 6 during the inspection were well planned and contained challenging work for the pupils. However, at times, the teachers guide the pupils too much and do not give pupils sufficient opportunity to explain their thinking and say how they would tackle a problem. In some sessions at the end of lessons, the teachers do not include the lower attaining pupils and opportunities to assess their understanding and extend their learning are missed. Teachers who are new to teaching this age group admit to a lack of confidence and further training is needed.

16. Teachers use information and communication technology (ICT) very well to support learning in all areas of the curriculum. Sessions on computers are a natural part of lessons and pupils use the word processors very well to record work in all subjects. In Years 5 and 6, a specialist teacher in ICT enables pupils to make very good progress in their understanding of writing a web page. Teaching in science shows a very good knowledge of the subject. Very good use of questioning encourages the pupils to observe and articulate their observations. This occurred in a Year 1 and 2 lesson, where the teacher guided observations of the changes in animals and insects as they grow. Teaching is also very

good in music, which is taken by a specialist teacher who has a good expertise in the subject and challenges pupils throughout the lesson to think about, explain and appraise the sounds they are making.

17. The teaching of pupils with special educational needs and those who are gifted or talented is very good. The school has been effectively focusing on creating challenging opportunities for the most able pupils and this is well identified in teachers' planning. Assessment is good. The school has identified that teacher assessments have not been as accurate as they could be. Samples of pupils' work have been moderated in English, mathematics and science and teachers now have a better understanding of what is required for each level. All pupils have clear targets to work towards.

18. Teaching is excellent in the reception class. The teacher plans a carefully structured curriculum that provides rich and stimulating experiences for this age group that helps them make very good progress in their learning. There is excellent attention to extending the range of vocabulary and communication skills the children use. All children are thoroughly involved in activities. They listen avidly and are inspired by the teaching. They show a high level of interest. In a lesson on communication, language and literature the teacher has high expectations of what the children can understand about text and letter sounds when reading the big book 'Jasper's Beanstalk'. In a lesson on mathematical development there is excellent management and organisation of the class. Children work on tasks in groups and are very well supported by teaching assistants. All children make good progress in their learning about cubes and numbers because of the very good teaching. The teacher asks the children to show her 6 fingers and then to add one more. She gives all the children a cube and does not stop until all have counted correctly that their cube has six sides. The more able children recognise differences in pyramids that have triangular or square bases and answer probing questions from the teacher to check their understanding. Lower attaining children work on the computer. They match the patterns on eggs and guide an object round a maze concentrating very well until they have successfully completed the tasks.

### **The provision for pupils' spiritual, moral, social and cultural development is very good.**

19. The provision for pupils' spiritual development is very good. The school gives pupils the opportunity to explore values and beliefs and to understand human feelings and emotions. It develops a very good climate within which all pupils can grow, respect others and be respected. In assemblies, older pupils close their eyes and imagine what it is like being in a cold, dark room or washing with cold water and then describe how experiencing being uncomfortable can make you appreciate the good things in life. Younger pupils describe the love they have for their mothers and how their mothers love and look after them. One pupil says 'You can spread love through your family'. Pupils are able to explore situations that animate them and show their excitement in learning. In a mathematics lesson in Years 1 and 2, the pupils shouted for 'more, more' and 'quicker, quicker' when responding to the teacher's request that they answer mental calculations at a faster rate. Constant reference is made to the beauty of the natural environment that surrounds the school. Pupils bring in objects such as stones, bark and flowers and discuss the first signs of spring when they appear. There is also a gardening club.

20. Moral development is very well promoted. All staff in the school are good role models. Pupils have clearly been taught the difference between right and wrong and to take responsibility for their actions. They learn to work and play together harmoniously, for example, assembling in the library before the start of the school day engaging in various activities such as reading and research and discussing their work in school. Pupils are polite and sensitive to the needs of others. The pupils are able to express their views. They support a number of charities such as UNICEF and discuss the rights of children in the world to a free education. There are very clear policies on behaviour. The

pupils were consulted about the Golden Rules and helped to write them. Good effort and behaviour are rewarded by house points and badges. The school has gained a Fair Play trophy for sport.

21. The pupils' social development is very good. Pupils co-operate very well in the school and the playground showing well-developed social awareness skills. There is a very good programme of visits such as a trip to Legoland and an outdoor centre where they study rocks, soils and minerals. They visit art galleries, museums and cathedrals. Reception pupils visit the local church. The school invites representatives from a variety of church denominations and charities to talk to the children during collective worship and the pupils take part in a wide variety of local initiatives with the local schools cluster group.

22. The provision for pupils' cultural development is very good. Pupils are encouraged to respect and learn about other faiths and cultures. They know about the celebration of Chinese New Year. There is a good display of Chinese clothes and, in design and technology, pupils make a Chinese dragon. Other very good opportunities are given in design and technology such as a plan for a 'Millennium Garden' showing very good attention to the layout and design. They go on to design a sandwich for a Millennium tea party. The school also has a French club after school. The school is making very good improvement to help pupils learn about the cultural diversity in our society and in the world. This was an area for improvement identified at the last inspection. Pupils are now prepared adequately for life in a culturally diverse society. Teachers have attended training and a programme will climax in May when there is a planned intercultural week for the pupils. As well as clubs, visiting artists, writers, theatre groups and educational visits are organised to add an extra dimension to the children's education. A Jewish visitor talks to the pupils about a synagogue. A civil engineer talks about bridge structure and design. Pupils take part in a country-dance workshop during a Victorian day at the school.

23. Many opportunities in the school make a very good contribution to all aspects of pupils' personal development. A major focus has been the use of a lottery grant for the performing arts. This involved the whole school community, encouraging the pupils to show their initiative and to take responsibility, working very successfully as a whole team. It made an excellent contribution to the pupils' cultural awareness. During a topic on the Tudors, the school produced a creative interpretation of a Shakespearean play with the younger pupils dancing as fairies and older pupils performing a comedy with a musical climax. A professional writer came to work with the pupils on the script and a professional opera singer worked with the pupils on stage presence. Pupils worked together on producing the programme, stage preparations and a video. The older pupils set up a company called 'The Dream Team' with jobs for all who wanted to participate. They wrote letters inviting VIPs to the show. The pupils also performed with the Young Shakespeare Company in 'A Midsummer Night's Dream' incorporating Shakespearean ploys into the play such as mistaken identity when a man dressed as a woman and vice versa.

## **WHAT COULD BE IMPROVED**

24. There are no major areas of the school's provision which require special attention to effect improvement.

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

25. There are no major areas where the school should improve further. However, an action plan is required following an inspection and the school should send in its place its school improvement plan.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	14

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	3	0	0	0	0
Percentage	18	55	27	0	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 nine percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>		YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		93
Number of full-time pupils known to be eligible for free school meals		6

*FTE means full-time equivalent.*

<b>Special educational needs</b>		YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		23

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

### *Attendance*

<b>Authorised absence</b>	%	<b>Unauthorised absence</b>	%
School data	4.2	School data	0

National comparative data	5.6
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National comparative data	0.5
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*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	7	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 ( 94 )	100 ( 100 )	100 ( 94 )
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	12	12
Percentage of pupils at NC level 2 or above	School	100 ( 100 )	86 (94)	86 (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	8	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	15	15
Percentage of pupils at NC level 4 or above	School	93 (100)	100 (57)	100 (100 )
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	15
Percentage of pupils at NC level 4 or above	School	87 (43)	93 (57)	100 (71)
	National	72 (70)	74 (72)	82 (79)

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

Data for boys and girls has been excluded because there are fewer than ten in the year groups.

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	82
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	0	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	16
Average class size	23

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

Total number of education support staff	5
Total aggregate hours worked per week	131

### ***Financial information***

Financial year	2000/2001
	£
Total income	306898
Total expenditure	298915
Expenditure per pupil	2847
Balance brought forward from previous year	34026
Balance carried forward to next year	42009

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.8
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	93
Number of questionnaires returned	64

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	50	5	3	0
My child is making good progress in school.	30	56	13	2	0
Behaviour in the school is good.	41	48	11	0	0
My child gets the right amount of work to do at home.	30	50	17	3	0
The teaching is good.	48	45	2	0	5
I am kept well informed about how my child is getting on.	28	58	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	56	39	5	0	0
The school expects my child to work hard and achieve his or her best.	53	41	5	0	2
The school works closely with parents.	36	47	16	2	0
The school is well led and managed.	39	48	2	0	11
The school is helping my child become mature and responsible.	47	48	2	0	3
The school provides an interesting range of activities outside lessons.	42	47	6	3	2