

INSPECTION REPORT

JOHN F KENNEDY PRIMARY SCHOOL

Columbia, Washington

LEA area: Sunderland

Unique reference number: 108825

Head teacher: Mrs L Holmes

Reporting inspector: Miss WLR Hunter
3277

Dates of inspection: 8th – 9th May 2001

Inspection number: 196981

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Station Road Columbia Washington Tyne & Wear
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Appropriate authority:	The governing body
Name of chair of governors:	Mr F Carroll
Date of previous inspection:	April 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9
WHAT COULD BE IMPROVED	11
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

John F Kennedy Primary School is a large primary school in Washington on the outskirts of the City of Sunderland. The school serves a very mixed population and an increasing number of parents, who live outside the immediate local area, are choosing to send their children to this school.

The school has a large nursery offering part-time education to 78 children. Pupil numbers are currently falling throughout Washington. The school is not following this trend but the number and attainment of children starting in reception fluctuate quite considerably from year to year. The size of the intake last September meant that three reception classes were formed, while there are two classes in all other year groups in the school. Children's attainment covers a very wide range but is broadly average on intake to the reception year.

There are 419 pupils in the school – 192 boys and 227 girls. Year 2 has a particular imbalance with twice as many girls and there are also more girls than boys in the current Year 6. Eighty nine pupils have been identified with special educational needs, including four pupils with statements of specific need ranging from physical to behavioural concerns. The number of pupils eligible for free school meals is lower than average. Few pupils are from minority ethnic backgrounds although nine receive support for English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. Standards are above national averages by the end of Year 6 and the school's test performance is improving at a faster rate than most other schools. Teaching is at least satisfactory and is particularly good in the nursery and Year 6. The school is well led and managed. It gives good value for money.

What the school does well

- Standards in English and mathematics are above average by the end of Year 6.
- The provision for moral and social development is particularly good with the result that pupils have good attitudes, behaviour and a strong sense of citizenship.
- Links with parents and the local community, plus a wide range of visits and activities outside lessons, enhance the curriculum and support pupils' personal development well.
- The nursery provides a high quality of education.

What could be improved

- The expectations of teachers in the reception classes are too low with the result that children are not being challenged well enough or building sufficiently rapidly on their good start in the nursery.
- Standards in information and communication technology (ICT) are not high enough by the end of Year 6.
- Teachers do not use assessment information rigorously or effectively enough.

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 April 1997. It has made satisfactory progress since that time although a couple of the issues identified still require further development. Standards in design and technology have improved and this subject has a much stronger place in the school's curriculum, with some high quality displays of pupils' work around the school. The curriculum has been reviewed and

teachers now have good guidance to support their work in all subjects. There has been a broad range of training to support teachers' professional development and the school has achieved the 'Investors In People' award. There has been significant progress made in information and communication technology and standards have definitely risen over recent years, but have not yet reached the level they should be by the time pupils leave the school. The school has also put a lot of effort into improving its assessment procedures but this has focused more on how to record pupils' achievements than how to use this information to help them move further in their learning.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	B	A	A
mathematics	B	A	A	A
science	D	A	B	B

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

In the national tests for 11 year olds last year, the school's results were above the national average in science and were well above average in English and mathematics. The same is true when the school's results are compared to schools with a similar level of free school meals. The school has improved its performance in the tests over recent years at a faster rate than most other schools.

The school's targets for 2001 are unrealistically high when compared to teachers' assessments of pupils' attainment. The performance of the current Year 6 pupils was quite low in the tests at the end of Year 2 (four years ago) and, despite making good progress through Key Stage 2, the targets set by the governors do not appear to reflect the levels of work that these pupils are currently producing. This discrepancy happened because the school is not using its assessment systems rigorously enough to monitor and predict pupils' performance. Consequently, the school's results are likely to dip this year.

Children start in the reception classes with broadly average levels of attainment. By the end of Year 2, pupils are working at the levels expected for their age in English and mathematics, but their attainment could be higher. This is mainly because children in the reception classes are not challenged sufficiently to build on their previous work in the nursery and, therefore, during their time in Years 1 and 2 pupils spend time catching up to where they should be. Standards in English, mathematics and science are high enough in Key Stage 2 and this is due to the particularly good quality of teaching taking place in Year 6 and the school's arrangements for 'setting' pupils into smaller teaching groups for literacy and numeracy. Standards in information and communication technology have improved significantly since the last inspection but are still not yet high enough by the time pupils leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Good. Pupils have a strong sense of right and wrong and show particularly good respect for the building and local environment.
Personal development and relationships	Good. Pupils develop mature and sensible attitudes. They have good relationships with each other and a well established sense of citizenship.
Attendance	Good. Rates of attendance are above the national average.

The school's involvement in initiatives, such as an 'Eco Project' and 'Healthy School Award', have helped pupils to develop positive attitudes and values. Pupils in each class develop their own contract to lay down the rules to be followed each year and have their own 'voice' in the school through a school council. Pupils use these opportunities responsibly to take part in making decisions that affect them and their work in school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

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

Eighteen lessons were seen. Teaching was very good in 23 per cent of these lessons, good in 33 per cent and satisfactory in the remaining 44 per cent of lessons. Teaching is very good in the nursery and Year 6. Some good teaching was seen in Key Stage 1 but teaching is not as secure as it should be in the reception classes.

Children in the nursery are taught very well and this gives them a good start to their education. Although the teaching is satisfactory in the reception classes, it is not building sufficiently well on the broad range of activities that children get in the nursery and is sometimes too slow to move children on to the next stage of their learning. The organisation of lessons in the reception classes sometimes limits opportunities for children to develop their independence to the extent that they should.

Literacy and numeracy are taught well. The school is benefiting from being able to afford additional staffing to split pupils into smaller teaching groups in Key Stage 2. This means that teachers have a narrower range of abilities in their classes for these lessons and can target work more effectively at individual pupils' needs. As a result, pupils with special educational needs or English as an additional language receive tightly targeted support and do well. The 'setting' arrangement also works extremely well in Year 6 where the quality of teaching is very good and pupils are prepared thoroughly for the tests in English and mathematics. Consequently, pupils learn rapidly and make good progress in Key Stage 2.

The teaching of information and communication technology has improved significantly since the last inspection. All teachers now teach their own classes in a purpose-built computer suite as well as using computers to support their work in other lessons back in their classrooms. This is one of the reasons

why pupils are starting to develop their skills systematically and why standards are improving.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school extends its basic curriculum by offering a large number of visits to places of interest and inviting a wide range of visitors into the school. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The school has secure systems for identifying and monitoring the progress of these pupils. The 'setting' arrangements for literacy and numeracy in Key Stage 2 help these pupils because they are taught in smaller groups than their normal classes and get more focused attention for their particular needs.
Provision for pupils with English as an additional language	Satisfactory. The school receives support from the local education authority and uses this appropriately.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The curriculum supports pupils' spiritual and cultural development, especially their appreciation of local culture. Provision for moral and social development is strong and is a distinctive feature of the school.
How well the school cares for its pupils	Satisfactory. There are good procedures for child protection and welfare but some other aspects of the school, such as pupils' attendance, punctuality and the progress pupils make are not being monitored rigorously enough.

The curriculum is broad and balanced and is enhanced by a good range of additional activities, including a trip to France for pupils in Year 4. The school has strong links with parents and the local community – these make a good contribution to the curriculum and to pupils' personal, social and moral development in particular. The school has a good range of assessment systems and teachers record the results of pupils' assessments well. However, they do not do this often enough to keep their records of pupils' learning up-to-date and do not make sufficient use of the information gleaned by these assessments when planning their work, especially to challenge higher attaining pupils in their classes. Targets are set for pupils on a regular basis but they are not always picked up well enough in teachers' lessons to make them an effective way of tracking pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher has a clear picture of what the school does well and where it needs to develop. The senior management team is a strong and effective group that benefits from the flexibility of being able to afford a member of staff without responsibility for a class.
How well the governors fulfil their responsibilities	Good. Governors are well informed and take a positive role in monitoring and supporting the work of the school.
The school's evaluation of its performance	Satisfactory. The school has started to make more effective use of data in the past 12 months but still has some way to go. The targets set for Key Stage 2 in 2001 were not based on sufficiently reliable data to make them meaningful or necessarily achievable.
The strategic use of resources	Satisfactory. The school makes efficient use of funding to provide additional staff to support its 'setting' arrangements and to assist pupils with special educational needs.

The school is well led and this is contributing to the improving trend in its test performance. There is a strong partnership between staff, parents and governors and this supports the school well. The school uses its money and resources effectively and the principles of best value are soundly applied to spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are taught well and make good progress. • They are kept well informed and find the school approachable. • The school has high expectations, good standards of behaviour and helps children to become mature and responsible. • The school is well led and managed. 	There were no specific points raised by parents.

Parents are right to hold positive views about the school. It is well led and managed and they are kept well informed about the life and work of the school as well as being given ample opportunities to come into school for social or informative events. Pupils do develop positive attitudes and values and their behaviour is good. The teaching is satisfactory in some classes, good in others and very good in the nursery and Year 6. As a result, pupils make satisfactory progress through to the end of Key Stage 1 and good progress from there through to the end of Key Stage 2.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are above average by the end of Year 6.

1 The school has placed a strong emphasis on improving standards in the key areas of literacy and numeracy over the past few years. This has been successful and has shown continued improvement in the school's test results in English and mathematics at the end of Key Stage 2. For example, in the tests for 11 year olds last year, the school's results were well above the national averages in both these subjects. The same is true when the school's results are compared to other schools with a similar level of free school meals. The school has improved its performance in the tests over recent years at a faster rate than most other schools.

2 One of the main reasons why pupils do so well in English and mathematics is the way in which they are organised into different teaching groups (sets) for each of these subjects. The school benefits from the fact that a member of the senior management team does not have day-to-day responsibility for a class and is therefore available as an extra teacher. This allows teachers to organise pupils into sets that are smaller than the usual classes and that contain a narrower range of abilities. As a result, pupils are taught in groups where teachers can match work precisely to their individual needs. For example, pupils in the upper sets are challenged and stretched to work at levels higher than typical 11 year olds, while pupils who do not attain so highly are taught in smaller groups where they are given more opportunities for individual attention by the teacher to support their learning. Pupils with special educational needs often receive additional support by being withdrawn to work on tightly focused activities that are specifically designed for them.

3 Another reason why the school is performing well is the particularly good teaching of English and mathematics in Year 6. Teachers have high expectations and expect pupils to succeed. As a result, pupils' learning accelerates in preparation for the tests, where they do well. For example, in an English lesson when pupils were looking at the style of writing of a famous author, the teacher effectively demonstrated how to annotate the text to help pupils evaluate different aspects of the work, such as description, characters, dialogue, use of punctuation and the mood created by the writing. In other work on 'The Pied Piper of Hamelin', pupils have used their knowledge of rhyme, alliteration, metaphors and similes to produce their own endings for the tale. For instance, "*As they marched on still chattering and pattering, hustling and bustling*" and "*The mayor gave in – he'd lost the battle and the children ran back like a herd of cattle*". In a mathematics lesson in the upper set in Year 6, the teacher challenged pupils extremely well using quick-fire questions about their work on angles. This helped pupils to realise the common mistakes that were being made and understand the need for accuracy when drawing and measuring angles. Teachers create a stimulating and productive learning environment in which pupils succeed.

The provision for moral and social development is particularly good with the result that pupils have good attitudes, behaviour and a strong sense of citizenship.

4 The school positively promotes pupils' moral and social development by actively encouraging them to be part of the decision making processes in the school. As a result, pupils recognise the central role that they play in the school's community and take responsibility for their actions. For example, pupils in every class agree and sign their own contracts to determine the rules they live by and the behaviour that they can expect from each other, then share these contracts with their parents. Consequently, pupils of all ages have a very good sense of right and wrong. Pupils are encouraged to think for themselves and to make their own decisions. For instance, they choose their own members

for a school council that meets regularly with staff to discuss their ideas on how the school could be made a better place.

5 Pupils develop a strong sense of citizenship. Displays around the school encourage them to think about events happening in the world and to consider their effect on other people's lives. For example, they have thought about the impact of a recent earthquake in India and decided, "*it must have been horrendous – terrifying*". Pupils are encouraged to think of others and consider their needs. For instance, the school is heavily involved in supporting donations for charities, such as NSPCC, Save the Children and Comic Relief, and has sponsored a young boy in Kenya.

6 The school places a substantial emphasis on issues relating to the care of the environment, such as recycling, litter prevention, saving water and energy conservation. Consequently, pupils show particularly good respect and consideration for their local environment. They have drawn up an 'eco code' to protect their local area and, as a result of their efforts, the school has successfully gained an Eco-School Award.

7 The school's reward system is central to its success in promoting pupils' positive attitudes, behaviour and relationships. Pupils strive to receive awards and, in particular, to have their name entered into the school's 'Book of Success'. Pupils' personal achievements are recognised at weekly assemblies where they are given the chance to talk about what they have done both inside and outside school. Hence, pupils celebrate their achievements and take pride in their work.

Links with parents and the local community, plus a wide range of visits and activities outside lessons, enhance the curriculum and support pupils' personal development well.

8 The school extends its curriculum by offering a broad range of interesting and stimulating experiences for pupils. It offers a wide range of visits to places of local interest and gives older pupils good opportunities to take part in residential visits, for example to France (Year 4), London (Year 5) and Derwent Hill Outdoor Centre (Year 6). These broaden pupils' horizons and help them to experience different ways of life.

9 The school offers an extensive range of extra-curricular activities for pupils. There are plenty of opportunities to be involved in sport, including basketball, cross-country, athletics, swimming, football and netball. In addition, 'multi skills', 'fit for fun' and 'happy hearts' clubs help children to appreciate the need for healthy eating and regular exercise. Music is just as well represented by the choir, recorder groups and opportunities for pupils to receive guitar and violin tuition. Drama is another feature of the school's activities and the annual production is well received by parents.

10 The school actively encourages the involvement of parents and the local community in its work. Visits by local authors, an olympic athlete and visiting gymnasts add depth to pupils' work in different areas of the curriculum, while liaison with local services, such as the community police, local fire team and dental services offer further opportunities to enrich the school's activities. Parents make a strong contribution to the life and work of the school in several ways. They take part in regular social events to support the school and are willing helpers at fund raising functions. Parents support the school's arrangements for homework and make a positive contribution to pupils' standards in this way. They are kept well informed and many offer practical, tangible assistance in classrooms.

The nursery provides a high quality of education.

11 The nursery gives children a very good start to their education. It is well organised and the quality of teaching is very good. As a result, children settle quickly and begin to make rapid progress

in their learning.

12 The nursery team have a very good understanding of the needs of young children and a clear view of how the recommended curriculum for the Foundation Stage (nursery and reception) should be put into place. They start this process well. Children are assessed carefully to identify what they can, and cannot, do when they first start. This information is used well to provide each child with a range of activities to move them on and develop their skills at a rate that they can handle. Staff then regularly track each child to check their development. The organisation of the nursery reflects the different areas of learning for children and gives them plenty of practical opportunities to develop their skills and confidence. For example, children gain independence when choosing their own library books and take responsibility for registering themselves at the beginning of each session. Their social skills develop well as they pour their own drinks in the self-service snack area then choose who to sit with for their break.

13 The nursery curriculum is well planned. Individual teaching sessions are planned thoroughly with clear outcomes for children to reach. The curriculum gives children a broad range of experiences and encourages the development of their key skills through a combination of adult-led activities and free choice experiences. For instance, during a role-play session with a nursery nurse, children were given specific roles of responsibility in a baby clinic. The good language input from the adult meant that children talked confidently about booking their appointments, bringing babies to the clinic and the need for them to make sure they were given the right injections. Similarly, in a mathematical activity, children cut strips of coloured paper into different lengths then compared them using the key vocabulary, 'long' and 'short'. These activities had a clear focus and purpose. The language required was carefully identified and resources were prepared well to support children's learning. At the same time, children have ready access to reading areas, writing materials and practical creative activities, such as building models, making vegetable soup and planting seeds. The local community makes a strong contribution to the work of the nursery. For example, the dental nurse and lollipop lady have visited to talk about their work, and children have been out to the local post office to see what it does.

14 During all activities in the nursery, there is a strong focus on developing children's language and encouraging their listening and communication skills. For example, when comparing the sounds made by different types of rattle, children listened carefully then correctly started to talk about 'louder' and 'softer' sounds. When listening to stories that are read to them, children listen attentively then talk enthusiastically about the illustrations and what they think might happen next. The staff in the nursery make particularly skilful use of questions to put children at their ease and encourage them to talk about their work. This is a strong feature of the nursery and supports children's development well.

WHAT COULD BE IMPROVED

The expectations of teachers in the reception classes are too low with the result that children are not being challenged well enough or building sufficiently rapidly on their good start in the nursery.

15 Children get a particularly good start to their education in the nursery but this is not followed through rigorously enough in the reception classes. The nursery and reception are geographically split in different buildings but the transfer of information from one to the other is still quite effective. However, staff in the reception classes do not make sufficient use of the information they receive and, consequently, do not pay enough attention to the experiences that children have already had or what children have already shown they can do.

16 Since the introduction of the Foundation Stage last September, staff in the reception classes

have had to reconsider their place in the school's structure. They are realising the need to work in closer collaboration with the nursery to ensure that children are given a secure curriculum in line with the national recommendations.

17 The teaching in the reception class is satisfactory but it could be better. Children do not all make the progress they should in their learning, especially the higher attaining children. The assessment procedures in the reception classes are developing but some teachers are not rigorous enough in using them to plan work at a high enough level. As a result, teachers expect too little of the children and still use some teaching techniques that are too slow to build their skills, for instance their knowledge and understanding of the sounds of different letters. In their mathematical work, children are encouraged to record their work without sometimes having sufficient background understanding through practical experiences to investigate and explore for themselves. In some instances, teachers do not have a clear enough understanding of what they actually want the children to achieve and, as a result, their lessons lack purpose. For example, when aiming to get children to identify and label the different parts of the eye, the teacher allowed them to screw up blue tissue paper and stick it on to card to make two large eyes. This was not an effective way to achieve the aim of the lesson. Similarly, when other children were asked to design a mask, they were given resources that basically required them to colour in and gave little opportunity for any actual design work to take place.

18 The organisation of lessons in the reception classes is sometimes too adult centred. This limits opportunities for children to develop their independence to the extent that they should and slows the pace of their work. For example, when 30 children came together for some mathematical work the start of the lesson was slow because the teacher made each group stand up in turn to answer questions aimed at their particular level. This tightly controlled approach left too many children sitting doing nothing for most of the time – they behaved well but did not make the progress they should have. Similarly, in a literacy lesson, each group of children was supervised by an adult to the extent that the emphasis was more on the management of the class than the literacy aspects of the activities for the children.

19 Children start in the reception classes with broadly average levels of attainment. Because they do not build sufficiently well on their previous work in the nursery, their progress levels off. This has the effect that, during their time in Years 1 and 2, pupils spend time catching up to where they should be. As a result, although pupils are working at the levels expected for their age in English and mathematics by the end of Year 2, their attainment could be higher. The school has already identified this and is working to improve the situation.

Standards in information and communication technology (ICT) are not high enough by the end of Year 6.

20 The school has made significant progress in information and communication technology since the last inspection, under the strong leadership and direction of the information and communication technology co-ordinator. There has been a high level of investment in both equipment and staff training. This has paid dividends. The quality of teaching has improved, although some staff are still a little tentative when faced with new situations or technical difficulties. Class teachers now teach specific lessons to develop the skills laid down in the school's scheme of work. As a result, pupils are beginning to develop their skills in a logical and systematic order. This is showing maximum impact for younger pupils. However, the current Year 6 pupils have not had the benefit of the full range of opportunities that their Year 5 counterparts will have previously received by the time they are in Year 6. Consequently, standards are not yet as high as they should be.

21 Pupils are confident users of word-processing packages and use these to present their work

in different styles and layouts. For example, Year 6 pupils have produced playscripts, posters, booklets, newspaper pages and have combined text with clip-art, images from a digital camera and graphics downloaded from the Internet. They know that there are software packages that will allow different forms of information to be combined electronically, including text, graphics, sound and video clips, but pupils have not yet had sufficient experience of putting together such multi-media presentations. Pupils know how to set up simple spreadsheets and use formulae, for instance to generate random numbers for a National Lottery draw. However, their knowledge of how to use spreadsheets to model and investigate different situations is limited and pupils in Year 6 have had very little experience of databases. The school has only recently acquired the equipment to allow pupils to sense, monitor and control physical events and, consequently, this area is still quite weak. Pupils make regular use of the Internet, especially the websites that help them with their revision and preparation for the national tests, but they do not yet have sufficient experience of electronic mail.

22 The school has recently made the decision to upgrade the equipment in the computer suite and to reallocate other machines back into classrooms. As a result, teachers are making effective use of information and communication technology in other subjects. For instance, in a Year 6 mathematics lesson, pupils used a strategy game 'Operation Neptune' to reinforce the concept and estimation of angles. Similarly, in a Year 4 literacy lesson, a group of pupils used their word-processing skills to plan a story by composing directly onto the computer.

23 The school has an effective development plan in place for this subject. It shows a clear long term strategic direction for the continued improvement and development in ICT.

Teachers do not use assessment information rigorously or effectively enough.

24 The school has put a lot of effort into improving its assessment procedures since the last inspection. The systems are now in place but they are not being used consistently or rigorously enough yet.

25 Test results and performance data are now analysed much more thoroughly and this information is being used to set targets for future performance. However, governors have set targets for Key Stage 2 pupils in 2001 that appear to be unrealistically high when teachers' assessments of pupils' current performance are taken into account. This illustrates the fact that the school's assessment systems are not yet secure enough.

26 Teachers identify clear objectives for pupils' learning in their lesson planning. However, they do not share them often enough with pupils to make them aware of their own learning. On the occasions where teachers do make a specific point of explaining what pupils are trying to learn, this works well and the rate of learning is brisk. For instance, in a Year 6 mathematics lesson the teacher clearly outlined the purpose of the lesson and made very good use of pupils' previous work to highlight common mistakes and illustrate key teaching points. This was a particularly good example of assessment being used effectively to influence the teachers' planning and support pupils' learning.

27 Staff in the nursery make effective use of day-to-day assessments and evaluations of children's learning to inform their subsequent planning. Elsewhere in the school, a new planning system has been introduced that includes opportunities for teachers to record assessments for those children who either exceed, or do not achieve, the objectives set out for the class. This is working well on a day-to-day basis in many classes but is not yet established consistently enough. For instance, some teachers have tended to focus too much on recording pupils' achievements rather than using this information to help plan work that will move them further in their learning.

28 The school has introduced a range of tests and assessment tasks to monitor pupils' attainment and progress at regular intervals. This is more effective in some subjects than others, especially when teachers match pupils' work against the expected levels laid down by the National Curriculum for different ages of pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 The school should now:

1. Improve the quality of learning for pupils in the reception classes, by:
 - making sure that the reception staff understand and accept their role in the school's Foundation Stage, in collaboration with the nursery, rather than as part of Key Stage 1;
 - making sure that the reception teachers pay greater attention to children's prior learning and experiences in the nursery;
 - raising teachers' expectations of what children should be expected to do in each of the areas of learning;
 - giving children more opportunities to work independently and to select and evaluate their own work;
 - making more effective use of assessments to decide when individual children are ready to move on to the next stage in their learning.(Paragraphs 15 – 19)

2. Raise standards in information and communication technology (ICT) by the end of Year 6, by:
 - continuing to improve and develop teachers' knowledge and expertise in ICT;
 - making sure that pupils are given opportunities to work with databases and to interrogate, search and retrieve information;
 - making sure that pupils are given more opportunities to use spreadsheets to model and investigate different situations;
 - teaching pupils how to bring information that is produced in different software packages together electronically;
 - teaching pupils how to use computers to sense, monitor and control physical events.(Paragraphs 20 – 23)

3. Improve the rate of pupils' learning and make more effective use of assessments, by:
 - making sure that teachers understand the difference between assessment and recording;
 - making sure that teachers assess and evaluate what pupils can (or cannot) actually do;
 - making sure that teachers' assessments are accurate by matching them against the national levels set out for pupils in each subject;
 - identifying precisely what teachers expect pupils to learn in their lessons;
 - identifying opportunities to assess and evaluate whether pupils have learnt what was intended in each lesson or sequence of lessons;
 - making use of the results of these assessments to help teachers to plan work that builds on what pupils already know.(Paragraphs 24 – 28)

The school has already identified these issues as areas for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	33	44	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	34	419
Number of full-time pupils eligible for free school meals	0	46

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	89

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	59
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	35	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	31
	Girls	31	33	34
	Total	58	59	65
Percentage of pupils at NC level 2 or above	School	88% (84%)	89% (84%)	98% (85%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	29	22
	Girls	31	32	28
	Total	56	61	50
Percentage of pupils at NC level 2 or above	School	85% (85%)	92% (87%)	76% (88%)
	National	84% (82%)	88% (86%)	88% (87%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	28	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	28
	Girls	28	28	28
	Total	54	54	56
Percentage of pupils at NC level 4 or above	School	92% (82%)	92% (82%)	95% (91%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	23
	Girls	27	25	28
	Total	49	48	51
Percentage of pupils at NC level 4 or above	School	83% (80%)	81% (84%)	86% (87%)
	National	70% (68%)	72% (69%)	79% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	1
Chinese	3
White	345
Any other minority ethnic group	2

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)	17.5
Number of pupils per qualified teacher	23.9
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	220

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	34

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	11.3
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FTE means full-time equivalent.

Financial information

Financial year	1999 – 2000
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	£
Total income	759,808
Total expenditure	714,924
Expenditure per pupil	1,448
Balance brought forward from previous year	4,088
Balance carried forward to next year	48,972

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	453
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	52	46	1	1	0
Behaviour in the school is good.	48	49	2	0	1
My child gets the right amount of work to do at home.	43	50	7	1	0
The teaching is good.	58	40	1	0	2
I am kept well informed about how my child is getting on.	52	44	2	1	1
I would feel comfortable about approaching the school with questions or a problem.	62	37	1	0	0
The school expects my child to work hard and achieve his or her best.	57	40	2	0	2
The school works closely with parents.	46	47	4	0	2
The school is well led and managed.	57	40	1	0	2
The school is helping my child become mature and responsible.	53	46	1	0	0
The school provides an interesting range of activities outside lessons.	33	49	7	1	11