

# INSPECTION REPORT

## **BATHAMPTON PRIMARY SCHOOL**

Bathampton, Bath

LEA area: Bath and North East Somerset

Unique reference number: 109060

Headteacher: Mr Paul Falkus

Reporting inspector: Mr A C Matthews  
19410

Dates of inspection: 6<sup>th</sup> - 7<sup>th</sup> June 2001

Inspection number: 197567

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Tynning Road Bathampton Bath
Postcode:	BA2 6TQ
Telephone number:	01225 465229
Fax number:	01225 423637
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Amanda Lowe
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Bathampton Primary School is situated in the Bathavon North ward and the majority of pupils come from the local villages. The school roll has remained stable since the last inspection in 1997 and is smaller than many primary schools. There are 106 pupils, 52 boys and 54 girls, who are taught in four classes. The majority of pupils come from professional and skilled backgrounds where the proportion of adults in higher education is just over twice the national average. There are no pupils from an ethnic minority and no pupils with English as an additional language. Two per cent of pupils are eligible for free school meals, which is well below national averages. The percentage of pupils with special educational needs is below average. Seventeen per cent are on the special needs register and none have statements of special educational need. The attainment of children on entry to the school is above average.

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

Bathampton Primary School is a very good school with some excellent features. The headteacher and deputy headteacher provide very good leadership and are very well supported by knowledgeable governors and a dedicated and hard-working staff. The quality of teaching is good overall, with a significant proportion of teaching being very good. This leads directly to the good progress that pupils make in all classes. Pupils' attainment by the age of eleven is well above average in English, mathematics and science. Co-ordinators in these subjects are very knowledgeable and effective in their work. The curriculum is very well planned and helps pupils develop relevant skills. The school manages its budget very well and has good quality resources. The school gives good value for money.

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

- The quality of teaching is consistently good with pupils making good progress through the school. They achieve standards that are well above average in English, mathematics and science by the age of eleven.
- The school is very well led, with governors, headteacher and staff continuously seeking ways to improve the school.
- Pupils have excellent relationships with each other, work very hard and have excellent behaviour.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good overall.
- Parents have very good relationships with the school and are very pleased with the standards that their children achieve.

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

- Pupils' computer skills and the use of information and communication technology across the curriculum.

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

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

The school has made good progress since the last inspection in 1997. The eleven year olds continue to achieve very high standards, and noticeable improvements have been made in pupils' attainment in mathematics by the age of seven. The school has made good use of national guidelines to help it develop its planning for pupils of all ages to make sure work is very relevant to the pupils' needs and abilities. Teachers make effective use of assessments and tests to find out what pupils know, so that appropriately challenging work can be set. As a result of this, the more able pupils, who were under-achieving at the last inspection, are now achieving their potential. The quality of teaching has risen significantly. The school has continued to maintain very high standards of behaviour, relationships and attitudes to work, with all three having a significant impact on pupils' high achievement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A	B
Mathematics	A*	B	B	B
Science	A*	C	A	C

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

Pupils start school with above average attainment and make good progress through the school. In the National Curriculum tests for 2000, eleven year old pupils attained results that were well above average in English and science and above average in mathematics. When compared to similar schools, the results were above average in English and mathematics and average in science. Inspection evidence shows that attainment of the present eleven year old pupils is well above average in mathematics, science and English. These pupils have made good progress since taking their National Curriculum tests by the age of seven particularly in writing and mathematics. Pupils have very well developed speaking and listening skills and the standard of their reading is well above average. The pupils' use of literacy skills in subjects such as science and history has a positive impact on the development of writing, presentation and spelling. Pupils have very good recall of number facts, are confident in suggesting strategies for solving problems, and use mathematical vocabulary accurately. Pupils use their scientific knowledge well to formulate hypotheses and explain the results of their investigations. Pupils make good use of information and communication technology to record the findings of their science investigations. However, in some elements of information and communication technology pupils' knowledge and understanding are not high enough. Good work was also seen in art, and design and technology. Standards in music are high throughout the school and very good in singing and in instrumental playing. By the age of seven, pupils' attainment is well above average in reading, writing, mathematics and science. Pupils with special educational needs make good progress and achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a great enthusiasm for school and extremely positive attitudes to their work.
Behaviour, in and out of classrooms	Excellent. Pupils show very high standards of behaviour in the classroom, at playtimes and at lunchtimes.
Personal development and relationships	Relationships through the school are excellent and this has a very positive impact on pupils' confidence and the way that they learn.
Attendance	Average; there have been no exclusions in the last year.

Throughout the school politeness, care for one another and behaviour are exemplary. Pupils show a very good understanding and consideration for others. Because of the school's high expectations and the responsibilities that pupils are given, pupils are very confident and respond very positively to the good teaching. They take part enthusiastically in a good range of extra-curricular activities from which they benefit both socially and intellectually.

## TEACHING AND LEARNING

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

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

Overall the quality of teaching is good and this equates to the good progress that pupils make in the school. In 40 per cent of the lessons, the teaching was good and in 50 per cent very good. No teaching was unsatisfactory. This shows a good improvement since the last inspection, with a marked improvement in the proportion of very good lessons. The teaching of literacy, numeracy and science is very effective, with much high quality teaching observed during the inspection in all years. As a result, pupils of all abilities are appropriately challenged. Teachers have very good subject knowledge, explain things clearly, make good use of pupils' well-developed speaking and listening skills, generate enthusiasm and create a very positive learning environment where pupils feel valued and want to do their best. As a result, pupils develop increasing independence as they move through the school, with the oldest pupils showing a very marked degree of maturity. Teachers are encouraging and supportive when marking pupils' work but not all of them consistently identify what pupils need to do to improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall and is well supplemented by a good range of extra-curricular activities. The use of information and communication technology across the curriculum is under-developed.
Provision for pupils with special educational needs	Very good. Pupils with learning difficulties are quickly identified and progress is very carefully monitored. The individual education plans for pupils on the school's register of special educational needs show clear, practical targets. Very good use is made of a well-structured computer program, which is having a noticeable impact on the development of these pupils' numeracy and literacy skills.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The school makes excellent provision for pupils' moral and personal and social development and very good provision for their spiritual and cultural development.
How well the school cares for its pupils	Child protection procedures are well established and the school has very good regard for pupils' health and safety. There are good procedures for monitoring their personal and academic development.

The school curriculum has improved since the last inspection, with the school's use of National Numeracy and Literacy Strategies making a positive contribution to pupils' achievement. Parents give very good support to their children in the homework that is set and some give valuable help in the classroom, with extra-curricular activities and when accompanying school trips. Very good opportunities exist for the older pupils to take responsibility. The School Council is an established part of school life and provides a valuable insight into pupils' thinking, whilst giving them an idea of how society functions. Bathampton is a very caring school where pupils are valued and challenged, and flourish.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is very well supported by all staff who are committed to raising standards further. Subject co-ordinators provide very good leadership and work hard and successfully to raise attainment in their subject areas.
How well the governors fulfil their responsibilities	Very good; governors are knowledgeable, very supportive of the school, visit on a regular basis and play a full part in the school's strategic planning.
The school's evaluation of its performance	Test results are carefully analysed and challenging targets set. Subject co-ordinators carefully check standards in their subject and make recommendations for improvement. The monitoring of teaching is very thorough and is leading to further improvement in the quality of teaching in the school.
The strategic use of resources	Very good. The school is well equipped and teachers use resources very effectively to develop pupils' thinking and learning skills. The school uses its budget most carefully to maintain high standards.

Leadership and management are a great strength of the school and have helped it to build on the good standards mentioned in the last inspection report. The school's commitment to constant evaluation of its practices is helping it to improve even more. This is particularly so in pupils' attainment in mathematics for the five to seven year olds. There is good delegation to subject co-ordinators who are well supported in their role. The careful tracking of pupils' attainment through the school, and the setting of challenging targets for the oldest pupils, shows a strong commitment to raising standards even higher. Governors have a wide range of skills and have had a significant impact on the improvements since the last inspection. Resources are generally well used, except for classroom computers which are not used enough to support pupils' learning across the curriculum. The school makes very good use of visits and visitors to enhance pupils' learning. This is particularly noticeable in pupils' understanding of different cultures and in their art, music and sporting achievements. The school applies the principles of best value very well, particularly in consultation with parents, when buying resources and in the monitoring of its end of key stage results.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is very well managed and very approachable.</li> <li>• Children enjoy coming to school and make good progress.</li> <li>• The commitment of all staff to the education of the children.</li> <li>• The school promotes good attitudes and values.</li> <li>• The teaching is good and children behave very well.</li> <li>• There is a good range of extra-curricular activities and the quality of music is high.</li> <li>• The school has very good relationships with parents and works closely with them in the education of their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in the behaviour of a small minority of pupils.</li> </ul>

The inspectors fully endorse all the parents' positive comments about the school. However, they do not agree with parents' concerns about pupils' behaviour, which they found to be excellent during the inspection.

## **PART B: COMMENTARY**

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

**Teaching is consistently good with pupils making good progress through the school and achieving standards that are well above average in English, mathematics and science by the age of eleven.**

1. By the age of eleven, pupils' standards are well above average in English, mathematics and science. They are almost two terms in advance of the majority of pupils of the same age. Pupils make good progress as they go through the school. This is because of the good quality teaching that leads to their very positive attitudes towards their work and the high quality of presentation in all their books. Pupils show very good research skills and combine these well with their writing, such as was seen in the pupils' diaries of Howard Carter as part of their Egyptian project. They have a very good working vocabulary that adds a maturity to their writing. "We were all assigned our places" and "I was dumped down ungraciously on a weird planet" are two typical extracts from pupils' high quality written work. The quality of pupils' speaking and listening skills is much above that of other pupils of a similar age because they are given regular opportunities to develop these skills across the curriculum. The quality of their speaking skills and the correct use of technical vocabulary was evident in a Year 5/6 numeracy lesson. When asked how to find one eighth of 1000, one pupil replied "First of all I find one eighth of one which is 0.125, and then I multiply by a 1000 to find the answer which is 125".
2. Pupils make good progress through the school because of the consistently good, and often very good, quality teaching in all classes. Teaching has improved since the last inspection because of much improved planning of the curriculum, teachers' good knowledge of the strengths and weaknesses of each pupil, and the good quality lesson planning that appropriately challenges pupils of all abilities. Although classes have mixed-aged groups, the skill of the teachers ensures that all pupils work at a level that is correct for them. This was clearly seen in a very good literacy lesson in the youngest class, when the teacher asked individual pupils to read unfamiliar words from their shared text 'Cruncher the Shark'. Teachers' daily planning is of a consistently good standard and clearly identifies what pupils are to learn. This is shared with pupils so that they have a clear understanding of what they are going to learn in the lesson. Year 2 pupils were clear that their numeracy lesson was going to be about solving problems, and were made aware of some of the technical vocabulary they would be using. This successfully focused the pupils' thinking and concentration, and helped them make good progress towards meeting the lesson's objectives.
3. The quality of teachers' questioning has a very positive impact on pupils' learning. At the end of a Year 1/2 design and technology lesson, careful questioning from the teacher enabled pupils to understand how their moving and rigid axles could be joined to a box to make a moving vehicle. High quality questioning in a Year 3/4 geography lesson, helped pupils empathise with an Indian village lifestyle. It is not only the teachers' questioning that is good but the way that pupils' answers are re-interpreted and built on so that all pupils in the class learn from the response of individual pupils. Teachers' marking of pupils' work is thorough and supportive, and usually identifies what pupils need to do to improve their work. This is particularly so in the Year 5/6 class where the impact of the teacher's comments are very noticeable in improvements in subsequent work.
4. Teachers' good and often very good subject knowledge is evident in the great majority of lessons seen. It not only contributes to the good quality questioning but also to pupils' level of understanding. In the Year 3/4 class, the teacher's enthusiasm and experience helped pupils discuss and understand the cultural elements associated with Ganesh, the

Hindu elephant God, before decorating their papier-mâché sculptures for their Indian project. Year 5/6 pupils make good progress in a science lesson on parallel and series circuits because the teacher emphasises the use of correct scientific terminology, and sets up challenging investigations to develop pupils' understanding.

5. There are excellent relationships between staff and pupils and because of this pupils want to work hard for their teachers and earn their praise. The quality of the relationships gives pupils the confidence to volunteer answers and clarify their misunderstandings. Higher achieving Year 2 pupils quickly learnt how to apply brackets in a numeracy lesson, because they were able to discuss the difficulties they were experiencing. The quality of the relationships also extends to visitors to the school. An assembly story on 'Daniel and the Fiery Furnace' was brought to life by the interchanges between the local vicar and the pupils. The warmth of relationships was also a key feature in the very good progress that pupils make in a musical notation group taken by a parent as an extra-curricular activity.
6. Pupils with special educational needs achieve well because they are well supported in class by their teachers, with their good quality individual education plans clearly identifying the next stages of their learning. As a result, these pupils are confident, play a full part in lessons and are very positive about their learning. Some pupils are also benefiting from a computer program that is addressing individual weaknesses in numeracy and literacy. As a result of this specialised input, pupils are enthusiastic about their learning and are making good progress in relation to their learning needs. Pupils with special educational needs also receive good support from experienced learning support assistants. They show firmness and sensitivity when working with these pupils and a consistent desire to see them achieve well. Pupils in Year 6 with special educational needs have also benefited from very well planned 'booster' groups that have helped to address weaknesses in literacy and numeracy.
7. Pupils also benefit from the expertise of individual teachers and visitors. The part-time teachers in the Year 1/2 and Year 3/4 classes bring benefits to the pupils due to their subject expertise in design and technology, art, science and geography. The very good teaching of music leads to very high standards in singing, recorders and stringed instruments. This high quality owes much to the enthusiasm and expertise of the deputy headteacher and to peripatetic music teachers, one of whom helps with the weekly orchestra practice. Pupils' attainment in cricket and design and technology has also been improved by using the expertise of visiting professionals. The school's cricket team has reached the finals of an area competition this year. An extra-curricular lace club taken by a learning support assistant is giving a unique opportunity for some older pupils to learn a new skill. The resulting work is of high quality, with one pupil using over 40 bobbins on her present piece.
8. The good use of resources throughout lessons gives pupils a much clearer understanding of what they are learning about. The new outside play area provides space for the youngest pupils to use large play apparatus, such as when they consolidate their counting skills in the sand and water trays. The newly installed link with the Internet enabled Year 5 and 6 pupils to find out statistics about Egyptian temperatures that they used in their spreadsheet work. The school makes very good use of visits to broaden and enhance pupils' learning. Year 5/6 biennial residential visits to Pembroke enhance their geographical and historical knowledge and also their social development. Carefully planned visits for pupils of all ages to such places as Bristol Zoo, various art galleries and museums in Bath and Bristol, London Natural History Museum, Cardiff Techniquet, and a Hindu temple, bring the curriculum alive for the pupils and helps them to understand the wider world.
9. The quality of artwork around the school is consistently good. Pupils' work is sensitively displayed and is often supplemented by artefacts to put it into its context. During the

inspection, pupils were often seen looking at the displays around the school and responding to the interactive nature of many of them.

**The school is very well led, with governors, headteacher and staff continuously seeking ways to improve the school.**

10. The headteacher and key staff provide very strong leadership. The success of the school owes much to the governors' and headteacher's drive and resolve that weaknesses should be addressed and there must be no complacency where standards are good. In all this work, the headteacher is very well supported by a very experienced and knowledgeable deputy headteacher with whom he works effectively to improve standards further in the school. The school development plan is carefully thought through, involving input from staff, governors and parents. It is clearly prioritised and carefully financed. Good use of available funds has ensured that developments have been appropriately resourced and consideration given to the training needs of staff. As a result, the school has made good overall improvements since the last inspection and has made marked improvements in this year's main target which was to raise the attainment of seven year old pupils' attainment in mathematics. Future development plans involve the development of information and communication technology through the school, with the associated training for teachers, the investigation of the possible creation of a computer suite and the further raising of standards in mathematics.
11. Governors share the headteacher's determination to ensure the school achieves the highest standards and he has gained their confidence in the short time that he has been in the school. Governors work very hard on the school's behalf and bring a wide range of expertise to the school's management. The governors are very thorough in all that they do: for example, a detailed analysis of the school's needs preceded the interviews for the new headteacher. The linking of governors with individual teachers and their associated responsibilities is a good initiative and made more significant by some governors' voluntary work carried out in school. Governors have a very good knowledge of the school's strengths and weaknesses through visits, communication with the headteacher and regular reports from teachers. The results of year assessments and test results are discussed and action taken to address any weaknesses. For example, extra classroom support was given to the present Year 5/6 class when weaknesses were identified in last year's end of year assessments.
12. The school's aims, as described in the Vision Statement, are reflected very well in its practice. The school provides a varied and well-balanced curriculum and a variety of approaches to learning in a happy and secure environment in which pupils flourish, and develop self-confidence, respect and healthy attitudes to learning. The strong working partnership with parents and the wider community further enhances the educational opportunities that the pupils receive.

**Pupils have excellent relationships with each other, work very hard and have excellent behaviour.**

13. The relationships throughout the school are excellent, and as a result, the school is a harmonious, supportive and hard-working community, where the ethos is relaxed but also very clearly focused on learning. In lessons pupils are eager, willing and co-operate well. These very positive attitudes are a significant factor in the good progress that they make as they move through the school. Classrooms have a very purposeful atmosphere, with teachers being able to concentrate on the lesson's work without having to dwell on behaviour. Excellent relationships are evident at break and lunchtimes; particularly noticeable is the way that year groups play happily together in the spacious and well maintained grounds. Older pupils show great maturity as monitors and in the way that they look after the younger members of the school. Lunchtime is a very orderly occasion, with

pupils showing very good manners and a keen awareness of others. Lunchtime supervisors carry out their roles effectively and are treated with great respect.

14. Pupils' excellent relationships are used well by teachers in the learning process. Good quality group work that was seen in design and technology, science and geography lessons is carefully planned by teachers so that pupils are able to learn from each other. Pupils have very good collaborative skills; these are reinforced by perceptive and thoughtful comments that they make in class discussions. They benefit from growing up in such a supportive environment, with many of the older ones showing a keen understanding of the importance of peers to help in the learning process. In several lessons observed there was a sense of excitement about the new learning that was taking place. Children in the Foundation Stage enjoyed the challenge of trying to pronounce unknown words and make their own words beginning with 'cr'. There was a real sense of 'awe and wonder' in the Year 1/2 design and technology lesson when pupils realised their axles could move so easily inside a straw. As a result of involvement and excitement in their learning, pupils respond by producing quality work and also by taking a great pride in the way that it is presented. The quality of presentation in the Year 5/6 class is very high.
15. The school offers increasing responsibilities as pupils move through the school. This was clearly seen in the contribution that older pupils make in assemblies, such as when they play recorders and lead the three-part singing, as well as in classroom responsibilities. In interviews with the oldest pupils, inspectors were made aware of pupils' maturity, sense of responsibility and great commitment to the school. The School Council provides a very appropriate vehicle for the pupils to reflect articulately on the life of the school and to make suggestions for improving it further. The understanding of each other's needs was clearly evident at the last School Council meeting when a decision was made to ensure that the younger children should have their own football area away from the pace and physical presence of the older pupils.

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

16. Bathampton pupils are happy, hard working, enthusiastic and caring about their own and the wider world. Much of this is due to the school's very good planning in this area. Assemblies play an important part in this provision. Very good quality singing and musicianship during assemblies makes an important contribution to pupils' spiritual development. The assembly themes successfully build on pupils' spiritual development and consistently reinforce the school's very strong moral and social codes. Awards assemblies generate mutual appreciation for pupils who have done well during the week and helps build their self-esteem, whilst reinforcing the school's strong work and caring ethos.
17. Pupils have very well developed social skills, and as a result, respect each other's opinions and learn from each other's suggestions. Discussions with members of the School Council showed that older pupils have developed a much keener understanding of the concerns of younger pupils in the school. As a result of the last meeting, members agreed to make recommendations that there should be a review of how the playground is used at play and lunchtimes. The wide range of extra-curricular clubs provides very good opportunities for pupils of different ages and genders to work and play together. For example, the orchestra of 20 pupils ranged from seven to eleven year olds, with the younger ones gaining not only in musical prowess, but also in social confidence and the realisation of the importance of teamwork.
18. Pupils' social and moral development is very well planned for during lessons. As a result pupils have a thorough understanding of how their actions can affect others. This was clearly demonstrated in the discussions of the School Council. Collaborative situations are carefully planned by teachers, and enhance pupils' learning; group work in a Year 5/6 science lesson helped pupils to test each other's hypotheses, and, as a result, they gained a greater understanding of different circuits. Year 1/2 pupils worked sensitively in

pairs in a design and technology lesson, holding pieces of wood to aid cutting, and axles for the fitting of wheels. In both these lessons, the close co-operation helped pupils to constantly refine their thinking and improve their understanding of the tasks. Religious education lessons enable pupils to gain a good knowledge and understanding of the religious beliefs and customs of a variety of cultures. Art, music, history and geography lessons, together with the careful choice of literacy texts, all make a very strong contribution to pupils' understanding of their own and others' cultures. Pupils' cultural development is further supplemented by the wide range of visits that they make as part of the school's curriculum.

**Parents have very good relationships with the school and are very pleased with the standards that their children achieve.**

19. The school continues to work very hard to develop its very good relationships with parents and find ways to improve further the channels of communication. Regular newsletters keep parents up to date and parents find all school staff most approachable when any concerns arise. The very close working relationship between parents and the school impacts most positively on pupils' attainment and their attitudes to learning. This is clearly seen in the support and encouragement that parents give to their children in homework and instrumental practice. Parents who attended the parents' meeting genuinely felt that the school made the best possible use of their expertise. Parents find the twice-yearly parent-teacher meetings useful opportunities to discuss their child's progress.
20. Parents' interest in the school was reflected in the wide-ranging debate that took place at the parents' meeting. Parents feel there is an even closer relationship with the school since the last inspection. Parents are very positive about their children's attitudes towards the school, the high standards that they attain, the high professionalism of all staff in school, and the way in which the school is managed. There is a very strong feeling that the school does its very best to ensure that all pupils in the school receive a broad, challenging and relevant curriculum that also stresses the development of the individual. As a result of the time that children spend in the school, pupils receive an education that develops their intellect, personality and self-confidence and stands them in the best possible stead for their move to secondary education. The main concern of some parents was the behaviour of a small minority of pupils adversely affecting the education of their peers. Inspectors found that this was not the case and that pupils' excellent behaviour was a major factor in the good progress that pupils make. Whilst not all parents are happy about all aspects of the school, they all have great confidence that the school will listen to their concerns and act in the very best interests of the pupils.

**WHAT COULD BE IMPROVED**

**The development of pupils' computer skills and the use of information and communication technology across the curriculum.**

21. Although pupils have experience of all elements of the information and communication technology curriculum before they leave the school, their skills are not developed in a systematic way. As a result, by the time they reach the age of eleven, pupils have not reached the required standards in all parts of the subject, such as modelling and monitoring and also in their use of multi-media. Deficiencies in the school's past provision for the oldest pupils have been addressed through visits from a 'technology bus', where pupils had opportunities to experience statutory elements of the information and communication technology curriculum that the school did not teach. However, this did not fully address the fundamental weakness of pupils not having the necessary skills to use computers effectively to support their learning in other subjects.

22. The new co-ordinator for information and communications technology has made a thorough analysis of the needs of the school. This analysis has taken place at a time of change. A new network system for the school computers has been installed and a programme established for the further training of all teachers. A new, good quality, curriculum has been purchased, and new programs have been installed on computers to ensure that all requirements of the National Curriculum can now be met. Computers in the last month have been linked to the Internet. During the last year there has also been a greater use of computers in the classroom due to the encouragement of the headteacher. All of these developments are included in a planned programme as laid out in the school development plan, that is designed to give teachers the required skills to use the new programs that the school has recently acquired. This should ensure that all aspects of the curriculum are taught at the appropriate level and that computers are used effectively to support pupils' learning in other subjects.

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

23. In order to raise standards further, the governors, headteacher and staff should:

Improve the standards in information and communication technology through the school by:

- developing teachers' expertise in the programs that they will use with their pupils;
- implementing the new curriculum to ensure all elements of the subject are taught and skills systematically developed;
- continuing to look for ways to incorporate computer programs and the Internet to complement and extend pupils' learning across the curriculum;
- ensuring that eleven year old pupils reach the expected levels by the time they leave the school.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50	40	10	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	106
Number of full-time pupils eligible for free school meals	2
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18
<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	6
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	1.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	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	*	*	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (93)	91 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	100 (100)	91 (93)	100 (93)
	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	*	*	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	100 (89)	91 (89)	100 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	9	9
Percentage of pupils at NC level 4 or above	School	82 (79)	82 (84)	82 (84)
	National	70 (68)	72 (69)	79 (75)

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

\* In both Key Stage 1 and Key Stage 2 tables above the numbers of boys and girls achieving at the expected levels is not identified because the numbers were less than ten in each key stage.

### ***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	89
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)	4.7
Number of pupils per qualified teacher	22.6
Average class size	26.5

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

Total number of education support staff	5
Total aggregate hours worked per week	30

### ***Financial information***

Financial year	2000
	£
Total income	270307
Total expenditure	261895
Expenditure per pupil	2470
Balance brought forward from previous year	4924
Balance carried forward to next year	13336

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	81
Number of questionnaires returned	37

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	67	30	3	0	0
Behaviour in the school is good.	47	53	0	0	0
My child gets the right amount of work to do at home.	42	45	8	0	5
The teaching is good.	81	13	3	0	3
I am kept well informed about how my child is getting on.	47	44	3	0	6
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	78	19	0	0	3
The school works closely with parents.	72	25	0	0	3
The school is well led and managed.	75	22	0	0	3
The school is helping my child become mature and responsible.	70	27	0	0	3
The school provides an interesting range of activities outside lessons.	51	30	0	3	16