

INSPECTION REPORT

BENGEO PRIMARY SCHOOL

Hertford

LEA area: Hertfordshire

Unique reference number: 117361

Headteacher: Mrs K Hallahan

Reporting inspector: Mrs Helen Ranger
OFSTED number: 22223

Dates of inspection: 21 – 22 January 2001

Inspection number: 197724

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: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: The Avenue
Bengeo
Hertford
Hertfordshire
Postcode: SG14 3DX

Telephone number: 01992 582765

Fax number: 01992 504965

Appropriate authority: The governing body

Name of chair of governors: Mr D Bootle

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

Bengeo Primary is a large community school with 412 full-time pupils between the ages of four and eleven. A further 53 children attend the nursery on a part-time basis from the age of three. Almost all pupils are of white United Kingdom heritage and all but two speak English as their first language. The proportion of pupils eligible for free school meals, at five per cent, is low. A broadly average number of pupils have special educational needs – 20 per cent – and five pupils have Statements of Special Educational Need. The attainment of children on admission to the nursery and the Reception classes varies considerably but is above average overall. There have been significant changes to the teaching staff in recent years, including the appointment of a new headteacher and deputy head.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils in all age groups are taught well and attain high standards by Year 6. Their attainment is particularly good in literacy and numeracy. The school is led and managed well by the headteacher and the governors. It gives good value for money.

What the school does well

- Pupils attain good standards in English, mathematics and science by the age of 11.
- Teaching and learning are good in all age groups.
- Pupils have good attitudes to school, behave well and form good relationships.
- The school is led and managed well by the headteacher and the governing body.

What could be improved

- The arrangements to promote pupils' progress in information and communication technology (ICT).
- Some aspects of how teachers plan and deliver their lessons.
- The subject leaders' role in monitoring their areas of responsibility.
- The effectiveness of the school's communications with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in September 1997, it has made satisfactory progress in the main areas identified for improvement and in other key areas. Pupils have continued to attain higher than average standards in their work and in national tests, although the school has not always met the very demanding academic targets it has set. Teaching is now more consistent and the unsatisfactory teaching seen at the last inspection was not evident this time. At the same time, there was less outstanding teaching on this occasion and some aspects of teaching could still be improved. Teachers make better use of the information available about pupils' attainment in planning lessons. There was no evidence of the misbehaviour that disrupted a few lessons at the time of the previous inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	B
mathematics	B	A	B	C

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

science	C	C	A	B	well below average	E
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The inspection focused on pupils' standards in literacy, numeracy and information and communication technology (ICT). It also looked at the standards attained by eleven-year-olds in science.

The oldest children in the Foundation Stage (which caters for the nursery and Reception age groups) achieve well in lessons and attain standards that are higher than those seen in most schools in their literacy and numeracy skills. In Years 1 and 2, pupils achieve well in lessons and attain above average standards in English and mathematics. Over the past few years, pupils in this age group have continued to do better than in most schools in the tests for seven-year-olds in reading, writing and mathematics. However, their performance has not improved substantially compared to the rising national trend and the school has acted to remedy this. In the most recent science assessments, fewer pupils attained the expected Level 2 than the national average.

In recent years, the performance of the school's eleven-year-olds in national tests has improved in line with the national trend. Inspection findings are that the oldest pupils currently in Year 6 attain above average standards in their work in English, mathematics and science. They have particularly high reading standards. They achieve well in lessons but may not meet the very ambitious targets set by the school for the national tests at the end of this year. They are prepared well for these tests and this preparation contributed to the high standards attained last year. The new headteacher has based future test predictions more accurately on the performance data available for individual pupils and has set challenging but realistic targets for subsequent years. In both key stages, pupils attain the levels expected nationally in aspects of ICT such as word processing and handling data but do not do well enough in the full range of the programme of study in this subject. Overall, there were no significant variations in the rates of progress made by pupils of different capabilities in any age group in the subjects seen during the inspection.

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 in the classroom, the playground and around the school.
Personal development and relationships	Pupils form good relationships with their classmates and with adults. They show good levels of maturity and take increasing responsibility as they move through the school.
Attendance	Good. Rates are above the national average.

The school is a friendly and orderly community. Pupils of all backgrounds and capabilities get on well together. While attendance rates are high, a significant number of pupils take holidays during term-time and a few pupils are not punctual in arriving at school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

There have been several recent staff changes and the arrangements to cover vacancies or teacher absence have disrupted the provision for some classes. The school is now in a more stable situation and indications are that this is having a positive impact on pupils' progress.

The teaching of basic skills is given a high priority and the teaching of English and mathematics is good, enabling pupils to apply their good skills in literacy and numeracy across the curriculum. In ICT, too little time is given to developing the range of pupils' skills systematically; the school has rightly identified the need to improve this. Most lessons are interesting, organised well and cater for the range of attainments in the class, including the pupils with special needs. Effective use is made of various arrangements that group pupils by attainment level. Pupils' behaviour is managed well and pupils make good use of their time in the pleasant atmosphere that is created by their teachers.

Lessons are too rarely exciting or challenging for pupils. Many of the teachers direct pupils closely and expect a rather passive response. Questioning is too often formal and 'closed' and tasks do not give enough opportunities for pupils to develop their independent thinking, solve problems or evaluate their own learning. While support staff often give valuable help to pupils with special needs, the teachers do not always use them as fully as they could in the introductions to lessons. Some lessons are very long or very short and do not make the most efficient use of the available teaching time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The required curriculum is taught in all age groups and is supplemented well by extra activities.
Provision for pupils with special educational needs	Pupils' needs are identified and supported satisfactorily by the teachers and support staff. The individual education plans for pupils with special educational needs lack detail and could be used more productively in lessons.
Provision for pupils with English as an additional language	Satisfactory. The very small number of these pupils speak fluent English but are supported as necessary by their teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Pupils' moral and social development are promoted well. Provision for spiritual development is satisfactory but too rarely planned explicitly by teachers. Cultural provision is sound.
How well the school cares for its pupils	There are satisfactory procedures for ensuring pupils' welfare, health and safety.

The school teaches the nationally recommended curriculum for children in the Foundation Stage and all subjects of the National Curriculum to pupils in Years 1 to 6. It gives a high priority to the core subjects of English, mathematics and science. It has established good programmes of personal, social and health education and citizenship. There is good continuity for pupils with special needs in the support they receive from ancillary staff, although such staff are underused in some lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher is establishing a clear vision for the school's development. Senior staff are experienced and well-placed to work with the head to move the school forward.

How well the governors fulfil their responsibilities	The governing body works very well. Governors are well informed and active. They support the school very well and ensure that legal requirements are met.
The school's evaluation of its performance	The school increasingly collects information on how it is doing and uses this to raise standards further. The written development plans communicate current and future priorities.

The strategic use of resources	The budget is controlled and managed well and funds are directed to areas of priority.
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The headteacher is energetic and respected by staff and pupils. The school is increasingly rigorous in applying the principles of best value in its spending decisions by questioning what it does, comparing its performance with other schools and setting realistic targets for the future. The role of the subject leaders in raising standards by monitoring all the subjects has been under-emphasised but is now being developed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • Teachers' expectations are high. • Children make good progress. • Behaviour is good. • Children are helped to become mature and responsible. • The teaching is good. • Staff are approachable. • The school is led and managed well. 	<ul style="list-style-type: none"> • How closely the school works with parents. • Information about children's progress. • The range of activities outside lessons. • The homework that is given. • The time given to physical education and exercise.

The parents of 31 per cent of the pupils responded to the pre-inspection questionnaire and 25 parents attended the meeting with inspectors. Most parents are positive about the school and praise the quality of education it offers. The inspection team broadly agrees with these views. Inspectors consider that the school gives parents good levels of written information about the curriculum, pupils' progress and the school in general. It needs to communicate more effectively with parents at a personal level and governors have already identified this as a priority. The range of clubs and extra activities offered by the school is good compared with most schools and homework arrangements are satisfactory. The school spends a broadly typical amount of time on physical education and ensures that pupils have frequent breaks; the inspection team acknowledges that the amount of hard playing surface available to pupils is low for the size of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain good standards in English, mathematics and science by the age of 11

1. The standards attained by pupils, as reflected in their results in national tests in English and mathematics in recent years, have been generally high. In 2001, the results in science improved and were also high by national standards. The performance of last year's eleven-year-olds, compared with the national picture, was well above average in English and science and above average in mathematics. Pupils attained standards that were above the average for schools with similar intakes in English and science. Over several years, the school's results have been consistently well above the national average in English.
2. Inspection evidence indicates that the standards attained by the oldest pupils currently are above average in all three core subjects and pupils are particularly able in reading.
3. In English, most pupils are articulate and confident. They talk and listen well. They show an understanding of the thoughts and ideas of others and offer interesting contributions to discussions. They often speak in extended sentences if this is appropriate and are beginning to use the conventions of Standard English in more formal situations in class or when speaking to adults. In a lesson about fantasy writing, they showed a good understanding of the more complex vocabulary used in a text, such as 'retaliate' and 'combatant'. Their standards in reading are often well above average and many read avidly and extensively. They approach extended novels competently and can pick out key themes and characters in the texts. They read 'between the lines', using skills of inference and deduction to identify layers of meaning. Their writing is varied and interesting and they can write at length when this is appropriate. Standards of spelling are good and almost all pupils can produce a clear, joined handwriting style when needed.
4. Standards in mathematics are above average and a significant minority of pupils are working at a well above average level. The range of work produced by the oldest pupils this year is impressive and includes advanced work on decimals, percentages and shape. In a lesson seen on how to divide decimals, pupils calculated accurately, checked their answers and demonstrated that they had understood a new method of working. The school's grouping arrangements have a positive effect on pupils' progress and teachers explain work clearly. Increasingly, effective use is made of individual pupil targets to involve pupils more directly in their own learning.
5. Standards are above average in science. Pupils cover the breadth of factual knowledge required by the National Curriculum. Their work is presented well in writing and makes good use of their competent literacy and numeracy skills. Pupils use scientific terminology well in their written work and this was in evidence in a lesson seen about gravity. This lesson made good use of practical and investigative learning and applied pupils' ICT skills to recording their findings.
6. Pupils' high standards in core skills equip them well to work across all subjects. Teachers place an emphasis on ensuring that these skills are practised and extended regularly, especially in the period prior to the national tests in Year 6. This ensures that pupils make good progress and perform well.

Teaching and learning are good in all age groups

7. During the inspection, all the teaching seen was at least satisfactory. Almost half was good and two very good lessons were seen. Pupils' achievements were good in the majority of lessons.
8. There are strengths in teaching and learning in many lessons. Teachers place a high emphasis on the basic skills of literacy and numeracy and this supports pupils to work in all subjects.

Where elements of these skills are considered to need extra attention, it is given. An example of this is the initiative to improve early reading skills. A good lesson was seen in a Reception class that made efficient use of the teacher, support staff and volunteer helpers to give the children an intensive and enjoyable session to reinforce and extend their reading skills. The school effectively uses grouping arrangements such as sets and booster groups to cater for the range of attainments in each year group. Pupils respond well to these groups and appreciate the levels of adult attention they get as a result. The learning support staff make a valuable contribution in supporting individuals and small groups.

9. The written planning for most lessons gives a sound basis for teaching. Teachers identify clear objectives and how these will be realised. In most lessons, the overall objective is shared with pupils. In the best examples, the objective is translated for pupils into a 'learning outcome' and teachers use this well during and at the end of the lesson to check that pupils know what is expected of them and to assess how well they are doing. This promotes pupils' understanding of their own learning.
10. The best lessons are characterised by a very positive, lively atmosphere that is based on good personal relationships between adults and pupils. The most effective lessons contain high levels of pupil involvement. In these, the teachers encourage and obviously value the pupils' contributions. They promote effective discussions and ask for opinions. They give opportunities for pupils to rehearse their thinking, use the correct subject terminology and to 'bounce ideas off' others. There is often good use of practical resources that motivates pupils and aids their understanding. This was highlighted in mathematics in the use of a puppet with the younger children and in learning aids such as individual white boards and number lines across the school.
11. Pupils' behaviour is managed well in all age groups. Teachers have clear expectations of how pupils will behave and almost all respond to these. Teachers are friendly and positive and deal speedily and fairly with any minor disputes. All the adults in the school promote good relationships and this provides a secure foundation for learning. Pupils are praised for doing well. In response, they settle to work quickly and use their time well. They show respect for others and work collaboratively and co-operatively if required. In many classes, pupils' efforts are celebrated by attractive displays of work and the teachers provide stimulating collections of pictures and books. The nursery, for example, is a rich environment visually with a wealth of interesting displays and activities.
12. As a result of the good teaching in all age groups, pupils acquire skills, knowledge and understanding well. They have good levels of concentration and independence. Learning in the school is a worthwhile experience for its pupils.

Pupils have good attitudes to school, behave well and form good relationships

13. Pupils are enthusiastic about school and enjoy their education. They like and respect their teachers and headteacher. They are happy with the way adults treat them and feel that any concerns are dealt with fairly. They cite an example of a disagreement among pupils where all the parties were given a fair hearing by a teacher who then ensured that everyone involved felt satisfied with the way she resolved their dispute.
14. Pupils are keen to learn and many bring from home positive attitudes about the value of learning that are built on and extended by their experiences in school. The pupils are complimentary about the attitudes of other children in the school. The oldest comment on how friendly everyone is. They say that there is hardly any bullying and that they are confident that adults deal swiftly with any minor incidents that occur. Pupils show respect and tolerance for people's differences. Opportunities for reflecting on and discussing such topics are given regularly through the programme of assemblies and in lessons in personal and social education.
15. Behaviour in lessons and around the school is good. Pupils are polite. They develop maturity and responsibility as they move through the school. The oldest carry out their duties well and act as good role models to the younger pupils, for example, when they help to organise assemblies or

assist with routine office duties at lunchtimes. Pupils behave well in the playground in spite of cramped conditions. They understand the constraints that are placed on their livelier games and comply well with supervision arrangements. There are a few pupils with special behavioural needs. This group responds well to the fair treatment they receive from adults and other children tolerate their occasional outbursts. In spite of the concerns voiced by several parents prior to the inspection, there was no evidence during the inspection of any disruption to lessons caused by these pupils.

16. Relationships are good at all levels. Pupils share good relationships with their teachers and classmates and this has a positive impact on their progress. Their opinions are valued by the school. An example of this is the status given to the school council which is made up of representatives from each age group from Year 2 upwards. This group has regular meetings and has been involved in decision making at a high level, for example, by taking part in the recent appointments of the headteacher and deputy head.
17. The school is a friendly and welcoming place where adults set good examples for their pupils, know them well and place a high priority on the quality of relationships. Pupils in turn respond well and help to create an orderly environment where learning can flourish.

The school is led and managed well by the headteacher and the governing body

18. The headteacher has only led the school for a short time but is well respected by the staff, pupils and governors. She has encouraged a spirit of teamwork in the school and is working closely with staff and governors to establish a shared vision and purpose. There have been several staff changes in the past two years, including the recent appointment of a new deputy headteacher. These have led to some disruption for pupils during periods of temporary cover. However, the staffing situation is now more stable and the school is well placed to move forward. The head is developing a clear and appropriate vision for the future. She has high but realistic expectations of what can be achieved and is energetic in her efforts to realise these.
19. The governors are very active and well informed. They support the school well and many have maintained a long relationship with it. They bring a wide range of expertise to the governing body. There is an efficient committee system for governors, which ensures that individuals and groups are fully involved in monitoring the work of the school and in its continuing development. The more experienced governors, including the chairs of the committees, have a good understanding of the strengths and relative weaknesses of the school. They regularly visit and receive reports from staff. They question critically what the school does and ensure that the budget is spent wisely.
20. Staff and governors contribute to the overall development planning systems. The written development plans outline current and future priorities and how these will be achieved. There is outline planning for several years in advance. The governors plan to consider the views of parents and pupils more systematically in the future when establishing their priorities.
21. The monitoring of teaching, learning and the curriculum is improving. The pupils' performance is increasingly analysed and the information is used to set targets for improvement. Pupils' progress is tracked on an individual basis. Senior staff have begun to monitor the quality of teaching in all classes and work to overcome any weaknesses. All teaching staff have worked together with the governors to ensure that the national arrangements for performance management are implemented and these are contributing well towards the school's continuing development.

WHAT COULD BE IMPROVED

The arrangements to promote pupils' progress in information and communication technology (ICT)

22. Pupils do not have enough opportunities to practise and extend their knowledge, skills and understanding of ICT. Their work shows limited use of ICT in the core subjects of English, mathematics and science. The curriculum does include some carefully planned teaching of skills in ICT. As a result, pupils have a satisfactory knowledge and understanding of how ICT can be used for word processing, research and handling data but they have too few opportunities to integrate these skills into their everyday work. When this *does* happen, it is not always planned to encourage the use of ICT as a regular classroom tool. For example, on one of the few occasions where pupils were word processing their work on a computer during the inspection, they typed in their handwritten version rather than using the machine for the initial draft. Discussions with the oldest pupils indicated that they have insufficient experience of aspects of the ICT programme of study such as computer control and monitoring.
23. The school does not have a dedicated computer room but each class has easy access to several computers. During the inspection, most of the machines were unused for most of the time. ICT is not yet fully integrated into the curriculum or used regularly to enhance teaching and learning.
24. The school has correctly identified ICT as an area for urgent development. Several of the teachers have built up their competence in the subject and the rest are undergoing continuing training. The recent appointment of a senior member of staff with considerable expertise in this area has been positive.

Some aspects of how teachers plan and deliver their lessons

25. The majority of teaching seen during the inspection was of good quality. No unsatisfactory lessons were seen. However, some aspects of otherwise satisfactory lessons could have been improved to enhance pupils' progress.
26. Lessons are often closely directed by the teachers who spend a large proportion of the time explaining subject matter to the pupils. This ensures that pupils are aware of what their teacher wishes them to know and of how they are expected to work. Often, however, such lessons give too little scope for pupils to express and explore ideas of their own or to benefit from the contributions of their classmates. Teachers too often ask closed questions that elicit simply a right or wrong answer rather than using open questioning techniques that enable pupils to extend their thinking and understanding. The result of this is that pupils are often passive and compliant rather than active or excited learners.
27. Most lessons in English and mathematics cater for the range of attainments in the class through a variety of groupings that match the task to pupils' capabilities. This is less obvious in lessons in other subjects and in the work produced by pupils in their books. These indicate that the work is too rarely varied to match the full range of attainment. Pupils' work in the practical and investigative aspects of subjects such as science is satisfactory but opportunities are not always exploited to enhance progress in methods of science enquiry, for example, by pupils designing their own experiments or fair tests.
28. The arrangements for pupils with special educational needs generally promote their sound progress in line with their classmates and according to their capabilities. However, the individual education plans that teachers prepare for these pupils lack sufficient detail. The aims identified for pupils are often too broad and do not indicate the strategies to be used, the resources needed or how pupils' progress will be assessed. There is limited use of 'small steps' planning for activities or identification of realistic short-term targets. This means that the plans are not as effective as they could be for use as a classroom tool to support efficient learning. The learning support assistants work soundly with pupils and often provide a valuable continuity in the care for pupils with Statements of Special Needs. However, they are underused at times in lessons, especially at the beginnings of literacy and numeracy sessions where they are often passive listeners rather than having a planned role in supporting individuals or small groups.

29. Teachers do not always make the best use of the available teaching time. Some lessons run well over an hour and do not maintain pupils' interest. Other sessions are too short and the continuity of learning is lost when pupils have to stop in the middle of an activity which they may not then resume for some time. The overall balance and use of teaching time would benefit from a review.

The subject leaders' role in monitoring their areas of responsibility.

30. The school increasingly evaluates its success by analysing pupils' performance in tests and by looking at the quality of pupils' work. This has been a particular focus in the recent past in English and mathematics but is less well established in other subjects. Some of the planned initiatives to monitor other subjects are at a relatively early stage and have not yet made a sufficient impact on raising standards. It is acknowledged that pressures from staff changes and other priorities have made it difficult for the school to develop a rigorous monitoring programme as it would wish.
31. The headteacher has worked closely with subject leaders since her appointment. All subject leaders produce an action plan that contributes well to the school's development planning process. Most of these identify the need for direct observation of lessons and scrutiny of pupils' work if standards are to be raised further. This is appropriate and, if carried out, will support curricular developments and enhance the quality of teaching and learning. The headteacher is involving staff more closely in setting targets for pupils' performance that are based on careful tracking of individual progress. The teachers are also taking opportunities to analyse and compare samples of pupils' work as a part of staff meetings. These initiatives provide a good basis for the fuller programme of monitoring and evaluation that is now planned.

The effectiveness of the school's communications with parents

32. The school provides good written information to parents. This includes informative regular newsletters, annual written reports on pupils' progress and periodic communications such as a high quality annual report from the governing body. Increasing use is made of electronic communications with parents. All these are appreciated by parents who often praise individual members of staff for helping them or their children. Parents support the school well, for example, through the Parents' Association and by helping in classrooms, on visits and with swimming and other sporting events. The school adopts an 'open door' approach where possible so that teachers are available to see parents informally or at short notice. There is a typical number of parent/teacher evenings and curriculum presentations for a school of this size.
33. However, in the pre-inspection questionnaire and at the meeting for parents, there was a relatively high proportion who expressed concern about how closely the school works with them and informs them about their children's progress. Many of these parents have very high expectations of the school and occasionally these expectations are unrealistic. At times, parents find individual staff unapproachable or feel that they are not listened to. They would like to be better informed about aspects of the school's organisation, such as its arrangements for pupils with special needs and how it covers for long-term staff absence or illness. The headteacher and governing body place great importance on the effectiveness of communications with parents and had identified plans to canvas parental opinions that were set back by the timing of the inspection. These plans are timely and appropriate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. The inspection team acknowledges that several of the areas identified in this report for further improvement are already under consideration by staff and governors. In order to improve the overall quality of education and raise standards further, the headteacher, staff and the governing body should:

- raise standards in information and communication technology by:
 - carrying out the school's action plan for the subject;
 - ensuring that pupils have regular opportunities to practise and extend their knowledge, skills and understanding;
 - improving teachers' planning to incorporate relevant applications of ICT across the curriculum;
 - ensuring that all main aspects of the required programmes of study are taught.

paragraphs 22 to 24

- further improve the quality of teaching by:
 - ensuring that levels of challenge and pupil interaction in all lessons meet the standards seen in the best practice;
 - increasing opportunities for pupils to develop their skills in independent learning, problem solving and investigation;
 - improving the quality and use of the individual education plans for pupils with special needs;
 - reviewing, and revising as necessary, the allocation of teaching time to make the most efficient use of it in relation to the separate needs of each subject;
 - making more efficient use of the learning support staff.

paragraphs 25 to 29

- improve the subject leaders' role in raising standards by:
 - ensuring that all co-ordinators are trained to make the best use of their management role;
 - enabling co-ordinators to carry out their planned programme of monitoring;
 - devising measures by which the success of this monitoring may be judged.

paragraphs 30 and 31

- work in a productive partnership with parents by devising ways to take account of parents' views and improving methods of communication.

paragraphs 32 and 33

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	13	12	0	0	0
Percentage	0	7	48	44	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 three percentage points.

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)	27	412
Number of full-time pupils known to be eligible for free school meals	N/A	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	6	83

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	37	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	31	34
	Girls	16	17	17
	Total	48	48	51
Percentage of pupils at NC level 2 or above	School	87 (89)	87 (89)	93 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	33	33
	Girls	17	17	16
	Total	48	50	49
Percentage of pupils at NC level 2 or above	School	87 (88)	91 (91)	89 (89)
	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	27	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	19	27
	Girls	28	24	28
	Total	52	43	55
Percentage of pupils at NC level 4 or above	School	88 (89)	73 (86)	93 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	21	26
	Girls	28	27	27
	Total	51	48	53
Percentage of pupils at NC level 4 or above	School	86 (91)	81 (84)	90 (81)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	6
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	375
Any other minority ethnic group	4

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	1	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)	16.4
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	281

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	53
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	18

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	802,153
Total expenditure	803,695
Expenditure per pupil	1,835
Balance brought forward from previous year	45,313
Balance carried forward to next year	43,771

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	5.9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	434
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	48	5	0	0
My child is making good progress in school.	32	61	4	2	1
Behaviour in the school is good.	27	66	6	0	1
My child gets the right amount of work to do at home.	19	50	19	4	9
The teaching is good.	33	56	8	0	3
I am kept well informed about how my child is getting on.	23	47	27	2	1
I would feel comfortable about approaching the school with questions or a problem.	39	49	10	1	1
The school expects my child to work hard and achieve his or her best.	35	59	3	0	3
The school works closely with parents.	13	54	27	4	2
The school is well led and managed.	16	60	7	4	13
The school is helping my child become mature and responsible.	22	70	5	0	3
The school provides an interesting range of activities outside lessons.	16	43	22	7	12

Figures may not total 100% owing to rounding

Other issues raised by parents

- A few parents would like to see more opportunities for physical education and exercise.