

# INSPECTION REPORT

## **RADSTOCK PRIMARY SCHOOL**

Lower Earley

LEA area: Wokingham

Unique reference number: 109927

Headteacher: Mrs Drusilla Derrick

Reporting inspector: Michael Buckley  
30517

Dates of inspection: 25<sup>th</sup> and 26<sup>th</sup> February 2002

Inspection number: 197802

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Radstock Lane Earley Reading Berkshire
Postcode:	RG6 5UZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Angela Spooner
Date of previous inspection:	29 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average primary school for four to eleven-year-old boys and girls. There are the equivalent of 417 full-time pupils on roll, including 52 children attending the nursery part-time. Almost nine in every ten pupils are from a White British heritage and only eight per cent are from minority ethnic groups, although this is a comparatively high figure for a unitary authority such as the one in which the school is located. Forty-one pupils (10 per cent) are learning English as an additional language and 17 of these are at the early stages of language acquisition. These, too, are fairly high figures for a unitary authority. The largest minority ethnic groupings are Indian and Chinese. There are no pupils from refugee or Traveller families. The catchment is predominantly from middle socio-economic groupings and only a very small proportion of the pupils (less than one per cent) are eligible for free school meals. Most children enter the nursery having had some pre-school experience. The attainment of most children when they enter is within the normally expected range. Thirty-five pupils have been identified as having special educational needs (8.6 per cent) and this figure is very low nationally. Five of these (1.2 per cent) have statements identifying the additional external help they require. This is about the average percentage nationally and the additional help is needed mainly for autism. The school received a School Achievement Award in 2001 from the Department of Education and Employment (now the Department for Education and Skills) for consistent improvements in attainment over a four-year period.

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

This is a very effective school where standards are already high and are still improving. Pupils' attitudes, values and personal development are very good, as is the quality of teaching and learning. The leadership and management provided by the senior staff and the governors are of a very high quality. The school provides very good value for money.

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

- It produces consistently high standards of attainment.
- Very good teaching supports very good learning.
- Very good attitudes, behaviour and personal development are underpinned by very good provision.
- The leadership and management are of very high quality.

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

- There are no major areas for improvement.

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

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

The school has made very good progress since it was last inspected in September 1997. All of the key issues identified then have been successfully tackled. In addition, the quality of teaching and the provision for pupils' spiritual, moral, social and cultural development have significantly improved and the already high standards of attainment are steadily rising.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A*	A*
mathematics	A	A*	A	A
science	A	A	A*	A

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

The table shows that, in 2001, Year 6 results were in the top five per cent nationally in the English and science tests and well above the national average in mathematics. When compared with the results of schools with a similar proportion of free school meals, the scores were very high in English and well above average in mathematics and science. Comparisons with the results obtained by the same Year 6 pupils when they were in Year 2 show that they have made excellent progress. High standards have been consistently maintained over the past three years in all three subjects. The 2001 test results for seven-year-olds were above the national averages in reading and writing and close to the average in mathematics. However, when compared with the results of similar schools, the results were close to the average for writing but below average in reading and mathematics. Teachers' assessments showed that the proportion of pupils reaching the expected level in science was above the national average. Attainment in the nursery and reception classes and in Years 1 and 2 is consistently close to the expected levels in all subjects and areas of learning. Overall standards in the junior section are above the nationally expected levels and they are particularly high in information and communication technology. Pupils' achievements are satisfactory in the Foundation Stage and Years 1 and 2 and good in the junior section. The rate of progress in all subjects increases considerably in Years 5 and 6. There are no significant differences between the progress or attainment of any identifiable groups of pupils of the same age. Pupils with special educational needs and those learning English as an additional language make good progress. More able pupils are identified early and receive additional support, enabling them to achieve very high standards. Targets are carefully calculated for individuals and for groups and the present pupils in Years 2 and 6 are well on the way to meeting the goals set for them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and show extremely positive attitudes to all activities inside and outside the classroom.
Behaviour, in and out of classrooms	Very good. Pupils of all ages are courteous and well behaved in class and around the school. They cope well with the difficult conditions created by the accommodation and show real consideration for others.
Personal development and relationships	Very good.
Attendance	Attendance and punctuality are very good.

The very good relationships at all levels in the school are shown in many ways. For example, pupils collaborate very well with one another. They show developing maturity and genuine concern for others. Older pupils are involved with the 'buddy' scheme, supporting others and encouraging them to join in games at playtimes. Older pupils also help in the nursery, help to manage the library and organise and run after school clubs.

## TEACHING AND LEARNING

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

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

Teaching is very good overall. It is good in the Foundation Stage and in Years 1 and 2 in all the subjects and areas of learning. Teaching is very good in the junior section. The basic skills of literacy, numeracy and information and communication technology are very well taught and used effectively in other subjects. Teachers have very high expectations and make very good use of questioning. Their planning ensures that the needs of all pupils are taken into consideration and activities are well chosen to meet the learning objectives for each lesson. All pupils, including those with special educational needs and those learning English as an additional language, learn very well. Teachers are very skilled at managing their pupils. They collaborate well with support staff, making sure that they are properly briefed. They assess pupils' progress in lessons and modify their approaches so that pupils remain very well motivated and willing to learn. Pupils concentrate hard and are willing to use initiative, when given the opportunity.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Well planned, comprehensive and effective curriculum that meets national requirements. Evaluations take place at the ends of all units. There are well-planned cross-curricular links and teachers give plenty of attention to investigation and independent learning.
Provision for pupils with special educational needs	Good. Good levels of support are planned. Individual learning plans are well focused and progress is reviewed regularly.
Provision for pupils with English as an additional language	Although there is no specifically designated provision, these pupils are well supported. Their needs are assessed at an early stage and their progress in learning English is reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Opportunities for spiritual development are planned in several subjects, as well as in assemblies and religious education. Moral and social development is encouraged very successfully and the school provides a good range of cultural experiences.
How well the school cares for its pupils	Good arrangements for child protection, first aid and health and safety. Effective action to prevent bullying. Targets are set and pupils know what they have to do to meet them.

The curriculum for the nursery and reception is satisfactory, covering all the areas of learning and preparing children for the National Curriculum. Good provision in the infant and junior sections offers a range of additional opportunities, including personal and social education and booster classes for Year



6. Strategies for teaching literacy and numeracy are well developed and implemented. The school offers an interesting variety of extra-curricular activities for infant, as well as junior pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very strong, clear leadership by the headteacher, ably supported by the deputy and the senior management team. Good delegation of responsibilities to co-ordinators, who carry out their duties well. All staff are strongly committed to the school and to raising standards still further.
How well the governors fulfil their responsibilities	The school is well supported by active, knowledgeable and effective governors. Most are attached to a subject or to an aspect of the school's work. They visit school regularly and sometimes observe lessons.
The school's evaluation of its performance	Very good. Teaching is regularly monitored by the headteacher and the co-ordinators for literacy and numeracy. The co-ordinator for information and communication technology also monitors teaching when he has time to do so. There are plans to extend this good practice to all subjects. The school conducts careful and systematic reviews of the progress being made towards the targets in the improvement plan, as well as of pupils' progress towards their attainment targets.
The strategic use of resources	Good. Staff, materials and finances are well deployed to provide high quality learning experiences.

Following the resignation of the previous headteacher, the newly-appointed deputy managed the school successfully for two terms with the strong support of the staff and governors. The new headteacher took post in January and she is already making a very positive impact on all aspects of the life of the school. Expenditure is carefully and prudently managed by the headteacher, the finance officer and the convenor of the governors' finance working party and the principles of best value are closely observed. The design of the classrooms is unsatisfactory, creating cramped conditions that are unfavourable to learning, particularly for the older pupils.

## 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>• Their children like school.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• They would feel comfortable approaching the school with questions or with a problem.</li> <li>• The school sets high standards and teachers have high expectations.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater consistency in setting homework.</li> <li>• The quality of information about their children's progress.</li> <li>• A closer working relationship with parents.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors agree with the positive views expressed by parents. Appropriate homework is generally set, according to a planned weekly timetable, and it is well marked. However, parents are not always made aware of when or how homework is set. Consequently, they can find that their children have left homework to complete at the last minute, causing unnecessary pressure on pupils and parents. Teachers' reports to parents do not provide enough objective information about pupils' attainment or about what they need to do to improve, although clear targets are set for individuals and pupils know what they are. Staff are welcoming and approachable. Relationships with parents are positive and the school enjoys good support from many parents who help in class, with outings and with other events. Inspectors judge the extra-curricular provision to be satisfactory and at least as good as that in comparable schools.

## **PART B: COMMENTARY**

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

#### **High standards of attainment.**

1. Most children enter the school at about the levels expected nationally in all the areas of learning. They make satisfactory progress through the nursery and reception classes and Years 1 and 2, where standards are close to the nationally expected levels. This is borne out by the results achieved in the standard tests and assessments for seven-year-olds over the past four years. Progress accelerates through the junior school, where test results show very high standards compared with the national averages and compared with the averages for similar schools. Last year, Year 6 pupils showed that they had made excellent progress between Years 3 and 6. During the inspection, attainment in the junior section was consistently at the levels expected nationally for pupils' ages and, in the majority of lessons seen, the standards being reached by most pupils were above the national expectations. Pupils' achievements are good overall.
2. Children in the nursery respond well to the secure atmosphere created. They know the routines and settle well at the beginning of each session. Older children are well on the way to reaching the early learning goals in all areas of learning by the time they reach compulsory school age. Children copy letters carefully underneath the teachers' written examples. Older children in reception can form letters more accurately and legibly. Most are learning to link letters with sounds and use this skill to decode new words. Higher attainers can read simple texts accurately, if slowly, and can read a selection of familiar words. In reception, most children can count up to 15 easily, although some have more difficulty counting backwards. A few children can work with numbers up to 25. They can measure the size of objects, using cubes, and order objects according to their size. Their personal and social development is good. They collaborate well, sharing and taking turns on the climbing equipment and the wheeled toys. Their physical co-ordination is progressing well through outdoor activities and they can also manipulate pencils, crayons and paints and make models. They play creatively together and welcome other children into their groups.
3. By Year 2, higher-attaining pupils have clear handwriting, generally use joined letters and make good use of full stops and capital letters. They show a growing, imaginative vocabulary in their descriptive writing. Most pupils have produced a significant volume of written work in English and have made good progress since the beginning of the school year. They can read texts that are appropriate for their age with confidence, fluency and expression. The majority can spell frequently-occurring words accurately. In mathematics, most can accurately use number bonds and calculate sums involving addition and subtraction with numbers up to 100. They can calculate change from a pound. They have a growing understanding of shape and space and they can identify and name simple two-dimensional shapes, such as squares and circles. In science, pupils can explain the effects of healthy exercise and can sort different types of foodstuffs. They are beginning to understand the effects of growth and maturation on what humans and other animals can do. They can work with basic electrical circuits and higher-attaining pupils can describe their investigations clearly and independently, using graphs to record their findings.
4. Pupils in Year 6 are developing skills across a range of different writing genres. For example, they can write persuasively about which of the school's playgrounds is best suited to the needs of the juniors and which to those of the infants. They have learned the basic principles of writing a biography and can plan the development of plot and character in their own writing on imaginative themes. Higher-attaining pupils write vividly, selecting carefully from an extensive vocabulary to convey meaning and emotion. They use adjectives and adverbs well. They punctuate their work accurately and make good use of paragraphs. However, a minority of pupils are still using basic punctuation and, although there is good progress since the beginning of the school year, their letter formation is still sometimes irregular and they make some basic spelling errors.

5. In one English lesson, Year 6 pupils persevered with an extended writing task, putting forward the arguments for and against experiments on animals. They deployed clear arguments, using well-chosen language and good connectives. Those asked to read out their work did so fluently and clearly, with expression and conviction. Most pupils make good progress through the junior school in reading. They read with increasing confidence and expression and show good understanding of plot and character. By Year 6, almost all are reading at the expected levels and many are reading significantly more advanced books for pleasure, including some scientific non-fiction.
6. In mathematics, the majority of pupils in Year 6 are working at higher levels than are expected nationally for their age and for the time of year. They understand the basic geometry of circles, using the correct vocabulary. They can convert percentages and decimals into fractions and vice versa. They have a good working knowledge of multiplication tables and work accurately with four-figure numbers, and with the multiplication and division of money. Higher-attaining pupils are already working at well above the levels expected. In science, pupils reach higher standards than expected nationally. They have a good understanding of how light affects plant growth, using observations and measurements over time, and they can devise fair tests to demonstrate their hypotheses. They understand about food chains and can explain how living things, such as polar bears or dolphins, can adapt to their environment. Higher-attaining pupils make detailed and well thought-through predictions and their work is very clearly written up.
7. Standards in information and communication technology are very high across the school. In the nursery and reception classes, children use simple number programs to support their learning of basic number or colours. By Year 4, pupils are already working at levels that are usually expected from pupils in Year 6. For example, they are learning to plan their own interventions in programs to control sequenced events, such as illuminating a lighthouse or controlling the movement of cars and lorries over a bridge by using two sets of traffic lights. Year 6 confidently use the technology in other subjects. For example, in a geography lesson, they quickly gained access to the Internet and opened a variety of relevant websites to research their topic. They went on to use information and communication technology to create high-quality presentations of their information in ways that would be appropriate for a variety of different audiences.

### **Very good teaching supports very good learning.**

8. The standard of teaching is very good overall. No unsatisfactory teaching was seen and almost nine out of every ten lessons were good or very good. This represents a significant improvement since the last inspection. Teaching is good in the nursery and reception classes and very good in the junior section in all subjects and areas of learning. In the nursery, resources are well chosen to develop a variety of physical and mathematical skills. In the role-play area, they are carefully selected to stimulate the children's imaginations and children respond with creative play, such as taking the parts of the veterinarian, the nurse and the pet owners in the vet's surgery. Good support and stimulating questioning ensure that all children are purposefully engaged. They are well supported and guided to fresh activities and, consequently, they behave very well. In the reception classes, the teaching of literacy and numeracy is livened by the use of puppets and teachers often make deliberate mistakes to ensure that children are listening and watching carefully. Children understand what they have to do and they work with concentration, making good progress in counting and number recognition.
9. Teachers use a wide range of approaches and are particularly good at asking questions that require pupils to think and form hypotheses, as well as questions that simply test their recall. For example, in a Year 5 mathematics lesson, the teacher asked some searching questions to assess pupils' knowledge and understanding of the work covered previously. She then went on to prompt pupils to explain their answers in a variety of different ways and to demonstrate how they worked them out. Further good but sensitive questioning enabled a struggling pupil to understand that the perimeter is the whole distance around a figure. In a lesson in Year 4, one boy was quicker than the rest of the class to make links between the different but related questions that

they were being asked. The teacher used this insight very skilfully to help the whole class understand the links between odd and even numbers, halving numbers and dividing them by two.

10. Teachers have high expectations and they give very clear explanations of the learning objectives and tasks to be completed at the beginning of each lesson. As a result, pupils know exactly what they have to do and they are clear about what standards the teacher expects. Teachers' planning ensures that the needs of all pupils are taken into consideration and activities are well chosen to meet the learning objectives for each lesson. In a Year 6 English lesson, the teacher began with brief revision and then she gave clear, incisive explanations of the writing task to be completed. The pupils listened very carefully and they were then able to work purposefully and with sustained effort until they had finished the task to the best of their abilities. The lesson had been particularly well planned and prepared by previous focused discussions on the topic, when the pupils had made good notes to record the main arguments, and by the preceding lesson, when these arguments had been extended and organised into separate paragraphs. A wide variety of different aids, such as reference sheets, dictionaries and lists of ideas were made available. The teacher supported the pupils individually and in groups, asking good questions and occasionally calling the class together to make a point or to highlight a particularly good piece of writing. At the end, she encouraged the class to check their work to see if it read well.
11. Teachers assess progress in lessons and modify their approaches so that pupils remain very well motivated and willing to learn. Opportunities for assessment during lessons are generally well planned. Teachers have good knowledge of individual pupils' attainment which they use well in planning lessons and in setting individual medium-term targets. For example, all pupils have targets for literacy. They know what their targets are and what they have to do to attain them and they are keen to succeed. Assessment sheets are used regularly for numeracy as well as for literacy. These arrangements enable teachers to match activities to the needs of individuals, so that all pupils learn well and make good progress. Teachers pay close attention to pupils with special educational needs, liaising well with the support staff and with the co-ordinator for this work to provide good, well-targeted support. Pupils in the early stages of learning English as an additional language receive additional support and are provided with individual work, when this is needed. This also applies to more able pupils, who are identified at an early stage and provided with appropriate extension work.
12. Teachers are very skilled at managing their pupils. For instance, they manage transitions between work involving the whole class and group work well. Throughout the school, they collaborate well with support staff, making sure that they are properly briefed and this is a particularly strong feature of the work in the nursery and reception. Most lessons are conducted at a good pace and teachers use their good knowledge and understanding of the subjects to anticipate possible difficulties and to create a wide variety of different challenges. Pupils concentrate hard and are willing to use the frequent opportunities provided to use their own initiative. Teachers make good use of the final plenary sessions to recapitulate and reinforce what has been learned, to test understanding and to celebrate pupils' achievements. Appropriate homework is set but the timing and arrangements for this are not always made clear to parents. Teachers' marking is thorough and supportive and it generally includes constructive comments that indicate ways of improving the work. Despite these positive features, teachers' reports to parents do not provide enough objective information about pupils' attainment or about what they need to do to improve.
13. The basic skills of literacy, numeracy and information and communication technology are very well taught, with teachers effectively reinforcing these skills in other subjects. Teachers constantly check that pupils have retained the necessary vocabulary. For instance, in one English lesson, the teacher checked that pupils still remembered what the word 'labyrinth' meant. In a science lesson, the teacher enabled pupils to recall words, such as 'lanolin' and 'carding', to support their work on how wool was commercially manufactured. In geography, good cross-curricular links extended pupils' vocabulary when the teacher checked pupils' understanding of special words, such as 'hemisphere' and reminded the class to use capital letters for the names of countries and cities. Pupils are encouraged to extend their vocabulary in response to a variety of stimuli in art and music. In science, the skills of observation and recording are well taught, so that, by the time they are eleven, pupils of all abilities can work independently for sustained periods.

14. In all year groups, lessons in mathematics get off to a brisk start so that all the pupils are fully engaged and alert. Initial sessions of mental mathematics are often made livelier by the use of games, counting sticks or number fans to engage pupils in a stimulating activity. Mathematical skills are used in other subjects, such as science and geography, to calculate and record findings. In information and communication technology, good, very clear teaching encourages pupils to experiment and to follow up their ideas. Pupils are expected to use their skills to search for information in other subjects. For example, they use websites on the Internet to find out about different climate zones in geography.

**Very good attitudes, behaviour and personal development are underpinned by very good provision.**

15. The pupils and their parents say that they like school. This is evident in their attitudes and their expressions when they arrive each day. Their very positive attitudes are well promoted by the school, not only through the lively and interesting teaching in most lessons, but also by the very good relationships between teachers and pupils and amongst pupils themselves. The school consciously develops good relationships. From the earliest age, children in the nursery are encouraged to share and take turns when using the equipment and they learn to be kind and polite to one another. Pupils in Year 1 look after resources in class. They share coloured paper and glue sticks and wait patiently for their turn. In a music lesson in Year 4, well-established routines ensured that pupils worked very well with one another, sharing ideas and performing together in groups. This behaviour is further reinforced through participation in such activities as the choir and the orchestra.
16. Pupils' behaviour is very good. Pupils of all ages are courteous and considerate in class and around the school. They cope well with the difficult conditions sometimes created by the accommodation and show real consideration for others. They are often placed in mixed ability groups so that those making better progress can help their classmates who may be experiencing some difficulties with a particular piece of work. On several occasions during the inspection, pupils gave spontaneous help, support and encouragement to others. Teachers constantly encourage pupils to treat other people's efforts with respect and to provide positive assessments of their strengths. They also provide very good role models through their relationships and their attitudes to the pupils. This was a strong feature of the work in many lessons and other activities. There is very little bullying or other oppressive behaviour in the school and both parents and pupils say that, when it does occur, it is very well handled by staff. The school is a welcoming and harmonious community where good relationships between people from different ethnic heritages and faiths are actively encouraged.
17. Pupils' very good social and moral development is further promoted through the variety of extra-curricular activities provided. Radstock is unusual amongst primary schools in offering some extra-curricular activities to pupils in Years 1 and 2, as well as to older pupils. The great enthusiasm for these activities is indicated by the very high rate of participation. Another unusual feature of these activities is the degree to which the pupils themselves take responsibility for setting them up and running them. For example, a few pupils in Year 6 worked with a teacher to establish a drama club, recruited a membership of nearly 30 pupils and wrote and word-processed a letter to parents, seeking agreement to their children's participation. The pupils plan and run the weekly sessions with the teacher's support. Independence and initiative are also encouraged in lessons, where older pupils, in particular, are encouraged to investigate their own ideas and search for information in the library or on the Internet. Pupils take on other responsibilities, such as helping to manage the library. Older pupils participate in the 'buddy' scheme, supporting younger pupils and encouraging them to join in games at playtimes and at wet breaks. Some older boys also help in the nursery.
18. The school offers good support for pupils' spiritual and cultural development. Assemblies are well planned and they encourage pupils to reflect on values and beliefs and to consider important religious and moral themes. Opportunities are taken for pupils to talk about and explain their own

ideas and feelings to their schoolmates in class or in assemblies and there are very good links with the lessons on personal and social education. In lessons, pupils are invited to empathise with others' feelings. For example, in an English lesson in Year 3, pupils were encouraged to imagine the feelings of the main characters in the story of Icarus and they produced some sensitive and telling insights. In another English lesson, pupils in Year 6 considered the rights and wrongs of experiments on animals. Their arguments were powerful and strongly felt, as well as being very well expressed. Pupils are often challenged to use their imaginations and to explore their responses to musical or visual stimuli. This supports the development of cultural, as well as spiritual awareness. For example, in a Year 5 art lesson, pupils first explained their understanding of words such as 'tone', 'pattern', 'colour' and 'line, then the teacher invited them to brainstorm words that described the colours of fish. The class produced a range of vivid adjectives, including 'gleaming', 'shining' and 'shimmering'. In response to the music of Debussy and Poulenc, pupils in Year 4 discussed ideas of harmony and discord, using words like 'soothing', 'calm', 'scary' and 'jumpy'. The high quality displays around the school and in classrooms give further support to pupils' spiritual, moral, social and cultural development.

### **Very good leadership and management.**

19. The newly-appointed headteacher is providing very strong, clear leadership. The previous headteacher resigned in the spring of 2001 and it is greatly to the credit of the deputy, herself newly-appointed at the time, and the governors and staff that no serious difficulties have arisen as a result. The new headteacher was able to take over a smoothly running and successful organisation in January. She has taken positive action to inform herself about the school's strengths and weaknesses in order to move it forward. For example, in the first half term, she observed all the teachers for at least an hour each. In a short space of time, she has gained the trust and support of the governors and the staff.
20. The senior management team has been reorganised since the last inspection and it now operates efficiently. Communications are good and all the adults working in the school support its values and the priorities it has adopted. They are very strongly committed to raising standards still further. Team leaders for the infant and junior sections operate well but there is not yet a leader for the Foundation Stage. The co-ordinators for literacy and numeracy are carrying out their duties well, with time to monitor teachers' planning and the quality of teaching in the classroom. The co-ordinator for information and communication technology also has some time to monitor classroom practice and to train his colleagues. As a result, the school makes unusually good use of this technology.
21. The headteacher has reviewed the job descriptions for the co-ordinators of the other subjects, building in clear responsibilities for planning and monitoring, and there are plans to provide the teachers concerned with adequate non-contact time to carry out their duties. Provision for pupils with special educational needs is good and well organised by a very capable co-ordinator. All co-ordinators are now required to draw up action plans for their areas and to put forward estimated costs for development. The first round of planning has produced some sensible, properly costed proposals.
22. Arrangements for assessing pupils' progress have also been reviewed and are still being developed. The school now operates a comprehensive system of assessments, starting with regular assessments and profiles in the nursery and reception classes, pupils' individual learning plans and the results of the standard tests and assessments in Years 2 and 6 and of the optional tests for Years 3, 4 and 5. Teachers also administer a variety of other nationally recognised, standardised assessments to identify pupils' reading ages and their progress in developing other skills. These arrangements are a considerable improvement on the ones existing at the time of the last inspection, which were thought to be unsatisfactory. The headteacher has initiated a system whereby teachers keep a file for each year group, containing all these records. These records are becoming quite detailed and they are beginning to show trends in performance. However, the school is not yet at the stage where it can predict accurately and plan to modify its programme of teaching accordingly.

23. The school also monitors its progress in other ways. All pupils have targets for literacy and numeracy and they know what they need to do to reach them. Pupils who need additional support for whatever reason are identified early and steps are taken to provide them with individual targets and appropriate work. The headteacher plans to begin a register of pupils who may be gifted or talented in order to plan their work and monitor their progress more effectively. Provision for pupils with special educational needs is good and they make good progress. There is no designated programme for pupils learning English as an additional language but they receive good support. Teachers have begun to evaluate their own literacy and numeracy lessons each week and discuss them with the co-ordinators and the team leaders. This is a good initiative that links well with the monitoring of curriculum coverage undertaken by the curriculum co-ordinator. However, the teachers' evaluations of what has been achieved are not yet sufficiently analytic to identify the depth of pupils' knowledge and understanding. The headteacher has established a rigorous system for monitoring teaching, with every observation being recorded according to a set pro-forma. The evaluations are shared with the teachers concerned and used to inform professional development.
24. The governors work effectively, both individually and as a body. The main work of the governors is carried out by the curriculum group, which concerns itself with the central issues of teaching, learning and standards of attainment. Governors visit the school frequently. They know the teachers well, sometimes observing lessons so that they may better understand the nature of the work. They are very well informed by these contacts, as well as by the headteacher's detailed reports. In addition, most of the governors are attached to a subject or to an aspect of the school's work, such as literacy, numeracy or special educational needs.
25. Progress towards the targets in the school improvement plan, including those set for the pupils, is regularly and systematically monitored by the headteacher, the senior management group, the chair of governors and the governing body. The plan is a good one, basing all developments on educational priorities and the targets are arrived at by a process of consultation that involves staff and governors. The governors and the senior management have taken very effective action to meet their targets. Expenditure is carefully and prudently managed by the headteacher, the finance officer and the convenor of the governors' finance working party. Owing to the reduction in the standard admission number, the school has had to budget for a corresponding reduction in income of about £10,000 a year for the next few years. A decision has been taken to retain a significant balance to counter the effects of this until an appropriate long-term strategy has been determined.



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

The school has no major weaknesses but the governors and senior management should consider:

- Improving further the ways in which information gained from the good assessment procedures can be analysed to produce better planning for individual pupils and groups. (Paragraph 22)
- Strengthening the roles of the co-ordinators for the foundation subjects and improving the co-ordination of the Foundation Stage. (Paragraphs 20, 21)
- Improving the quality of reports to parents and clarifying the planning and timing of homework. (Paragraph 12)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	14	3	0	0	0
Percentage	0	26	61	13	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 4 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)	26	391
Number of full-time pupils known to be eligible for free school meals	N/A	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	1	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	41

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	38	25	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	37	38
	Girls	22	23	23
	Total	53	60	61
Percentage of pupils at NC level 2 or above	School	84 (94)	95 (97)	97 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	38	38
	Girls	23	23	24
	Total	58	61	62
Percentage of pupils at NC level 2 or above	School	92 (95)	97 (95)	98 (92)
	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	31	31	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	30
	Girls	31	26	31
	Total	61	54	61
Percentage of pupils at NC level 4 or above	School	100 (89)	89 (95)	100 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	30
	Girls	30	28	31
	Total	57	56	61
Percentage of pupils at NC level 4 or above	School	93 (89)	92 (95)	100 (97)
	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	0
Black – African heritage	4
Black – other	3
Indian	11
Pakistani	2
Bangladeshi	0
Chinese	7
White	343
Any other minority ethnic group	3

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	17.8
Number of pupils per qualified teacher	23.2
Average class size	28

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

Total number of education support staff	14
Total aggregate hours worked per week	162

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	3
Total aggregate hours worked per week	41
Number of pupils per FTE adult	13.1

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8.0
Number of teachers appointed to the school during the last two years	9.7
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

### **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.*

### **Financial information**

Financial year	2000/01
	£
Total income	800, 677
Total expenditure	801, 112
Expenditure per pupil	1,742
Balance brought forward from previous year	77, 605
Balance carried forward to next year	77, 170

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	442
Number of questionnaires returned	306

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	5	0	0
My child is making good progress in school.	37	51	9	1	2
Behaviour in the school is good.	37	57	3	0	3
My child gets the right amount of work to do at home.	26	49	16	4	2
The teaching is good.	36	52	6	0	5
I am kept well informed about how my child is getting on.	20	47	26	6	0
I would feel comfortable about approaching the school with questions or a problem.	52	41	5	3	0
The school expects my child to work hard and achieve his or her best.	44	48	5	0	3
The school works closely with parents.	23	50	22	4	2
The school is well led and managed.	38	51	1	1	9
The school is helping my child become mature and responsible.	33	54	7	0	6
The school provides an interesting range of activities outside lessons.	22	39	33	6	10