

INSPECTION REPORT

TOTON BISPHAM DRIVE JUNIOR SCHOOL

Toton, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122554

Headteacher: Mr M J Baker

Reporting inspector: Mr D Page
1028

Dates of inspection: 20 – 21 May 2002

Inspection number: 198738

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Bispham Drive Toton Nottingham
Postcode:	NG9 6GJ
Telephone number:	0115 913 7447
Fax number:	0115 913 7467
Appropriate authority:	The governing body
Name of chair of governors:	Mr D G Fisher
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1028	D Page	Registered inspector
9520	J Leigh	Lay inspector
30243	A Heakin	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is about the same size as other junior schools with 260 pupils compared to the national average of 226. The size of the school has remained about the same for the last five years. The percentage of pupils known to be eligible for free school meals (2.7 per cent) is below the average. The percentage of pupils speaking English as an additional language (1.5 per cent) is a bit higher than in most schools although none of these are at an early stage of language acquisition. The percentage of pupils identified as having special educational needs, including statements, (26.5 per cent) is above the average. There are no pupils with statements of special educational needs which is below the average. Pupils' levels of attainment on entry to the school in 2001 were broadly in line with the national averages for English and mathematics. The ward in which the school is situated has a greater percentage of children in high social class households than the national average and the percentage of children in overcrowded households is well below the average.

HOW GOOD THE SCHOOL IS

Bispham Drive is a very good school with a number of excellent features. The school helps all pupils regardless of their prior attainment, ethnicity, special educational need or gender to make very good progress in their time at the school. Standards in the core subjects are well above national averages by the end of Year 6. Pupils' behaviour is always very good and often exemplary and attendance is excellent. Teaching is generally very good with some excellent teaching. The headteacher provides strong leadership and he and the governors manage the school very well. Given how effective the school is, the context of the school, and the relatively high level of funding it receives, the school provides good value for money.

What the school does well

- By the time the pupils leave the school their standards in English, mathematics and science are well above the national averages.
- The school is very well managed by the headteacher and governors with the headteacher providing strong leadership.
- Teaching is a strength of the school and is generally very good with some excellent teaching.
- Pupil behaviour is generally very good and often exemplary.
- The school's provision for pupils with special educational needs is very good and ensures that these pupils make very good progress.
- The school creates many opportunities to enrich the curriculum.

What could be improved

- The good provision for pupils' spiritual development needs to be further improved by ensuring more opportunities are planned for in lessons.
- The quality of opportunities for pupils to develop the skills of investigation needs to be further improved by implementing the school's plans.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and needed to: improve the quality of teachers' short-term planning, ensuring that these are based on regular and accurate assessments of what pupils learn in lessons; increase the level of challenge in tasks that promote pupils' investigational skills, particularly for higher-attaining pupils; and ensure that there is a clear development of all aspects of the curriculum for design and technology.

Overall the school has made good progress on these and other areas of its work. Short-term planning is now detailed, well focused and takes good account of the current needs of pupils. The school has gone some way to address the issue of investigational skills. It has introduced a number of modifications to its medium-term planning to ensure that more opportunities are now created to allow pupils to approach their work as an investigation. Further work now needs to be carried out to ensure that the quality of these opportunities is raised.

The scheme of work and policy for design and technology have been rewritten and based on a nationally recommended framework. A very good checklist to monitor pupils' progressive acquisition of design and technology skills across the school has recently been introduced.

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	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

By the end of Year 6 in 2001, standards of attainment in English were well above the national average and in mathematics and science were in the highest five per cent of schools nationally. When compared to similar schools on the basis of free school meals, standards were above the average in English, well above in mathematics and in the highest five per cent of schools in science. There is no significant difference in the performance of boys and girls. Over the last five years, the trend in improvement in all these subjects has been broadly in line with the national trend. The school met its appropriately challenging statutory target for the percentage of pupils reaching level 4 and above in English, (97 per cent), and significantly exceeded the target in mathematics, (99 per cent compared to the target of 92 per cent). The work seen in lessons and in the sample of pupils' work scrutinised was generally above and sometimes well above the national expectations for the age of the pupils. All pupils regardless of their prior attainment, special educational need, whether they are learning in English as an additional language, ethnicity or gender achieve very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are highly motivated and enthusiastic about their studies. They participate readily in the broad range of extra-curricular opportunities which the school provides.
Behaviour, in and out of classrooms	Excellent. Pupils' behaviour is always very good and often exemplary both in lessons and around the school.
Personal development and relationships	Very good. Pupils relate very well to each other and to adults. They readily help peers who are having difficulty with their work.
Attendance	Excellent. Pupils are keen to come to school because they enjoy their lessons and parents value the work of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very good.

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

The high standards which the school achieves and the very good progress which the pupils make in their time at the school are due in large measure to the quality of teaching. During the inspection teaching was generally very good with some excellent teaching. All teaching was at least good. Lessons are very well structured and move at a very good pace ensuring that pupils remain well engaged. Teachers subject knowledge is very good and they use this to good effect to challenge the higher attainers. Teachers have high expectations of behaviour and of pupils' standards of work. These are effectively and consistently enforced.

Teaching in English is always at least very good and sometimes excellent. This reflects the school's recent focus on this area of work. Teaching in mathematics is generally very good with some excellent and some good teaching. The national strategies for literacy and numeracy have been well integrated into the school's teaching.

The planning for lessons includes work which is well matched to the needs of pupils of different prior attainment in the class. This element of the planning, along with the sensitive teaching, ensures that the needs of all pupils regardless of special educational need, ethnicity, gender or prior attainment are very well met. The needs of those learning in English as an additional language as well as those with special educational needs are well addressed through the effective deployment of teaching assistants. Pupils are highly motivated and enthusiastic about their studies. They enjoy school and see their activities as relevant and purposeful. They are very well engaged by the work and can concentrate for protracted periods of time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The statutory curriculum is well in place and the school provides a particularly broad range of extra-curricular opportunities for pupils.
Provision for pupils with special educational needs	Very good. The school is good at identifying pupils with special educational needs and writes very good individual education plans for them. These plans are very effective in guiding teachers and their assistants to provide very good support for these pupils.
Provision for pupils with English as an additional language	Very good. There are no pupils at an early stage of language acquisition although the school has appropriate strategies in place for such pupils. Those pupils learning in English as an additional language are well supported in lessons by teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' moral, social and cultural development is very good. The opportunities for spiritual development are very good within assemblies and in residential experiences and good in lessons.
How well the school cares for its pupils	Very good. The school provides a secure and caring environment for pupils. Assemblies contribute effectively to the creation of a strong, positive family ethos in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong leadership which ensures that all staff and governors share a common commitment to succeed. This has led to a strong sense of teamwork within the school. He is well supported by senior staff and those with responsibilities.
How well the governors fulfil their responsibilities	Very good. The governors are very well informed of the school's current circumstances and are deeply involved and very effective in the strategic management of the school.
The school's evaluation of its performance	Excellent. The headteacher, senior staff and governors very effectively review the school's performance in significant detail. The subject coordinators produce particularly detailed annual evaluations of progress which help future planning.
The strategic use of resources	Very good. The school uses the resources available to it very well by targeting these on the priorities identified during the monitoring and evaluation of its performance. The headteacher's priority to establish a school environment which is conducive to learning has been very successfully achieved both within classrooms and in the school grounds. The school applies the principles of best value very well as evidenced by its extremely successful management of the school meals provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects my child to work hard. • My child likes school. • My child is making good progress. • Behaviour in the school is good. • The teaching is good. • The school is helping my child become mature. • The school provides an interesting range of activities. 	<ul style="list-style-type: none"> • My child gets the right amount of homework.

The inspection team found evidence to support all those very positive aspects which parents like most about the school. On the questionnaire sent home to parents, no issue attracted over 20 per cent of negative responses. Eighteen per cent of parents felt that their child did not get the right amount of homework. At the meeting for parents before the inspection, a number of parents expressed concerns that their children got too much homework particularly before the national tests for Year 6. The inspection team found that the school's guidance to teachers on the quantity of homework to be set for each year group was well within national guidelines. In talking with many pupils from all year groups the inspection team found that the actual time spent on homework was considerably less than that intended by the teachers.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time the pupils leave the school their standards in English, mathematics and science are well above the national averages.

- 1 By the end of Year 6 in 2001, standards of attainment in English were well above the national average and in mathematics and science were in the highest five per cent of schools nationally. When compared to similar schools on the basis of free school meals, standards were above the average in English, well above in mathematics and in the highest five per cent of schools in science. There is no significant difference in the performance of boys and girls. Over the last five years, the trend in improvement in these subjects has been broadly in line with the national trend. The school met its appropriately challenging statutory target for the percentage of pupils reaching level 4 and above in English, (97 per cent), and significantly exceeded the target in mathematics, (99 per cent compared to the target of 92 per cent).
- 2 The progress made by pupils while at the school is very good. Pupils' levels of attainment on entry to the school in 2001 were broadly in line with the national averages for English and mathematics. The work seen in lessons and in the sample of pupils' work scrutinised was generally above and sometimes well above the national expectations for the age of the pupils. All pupils, regardless of their prior attainment, special educational need, ethnicity or gender or whether they are learning in English as an additional language, achieve very well.
- 3 In one excellent Year 3 English lesson on homophones and homonyms, most pupils were able to write in sentences which were generally punctuated correctly. Higher-attaining pupils were able to write sequences of sentences whose grammatical structure was usually correct, and many of these pupils were able to choose words for variety and interest. Pupils' standards were generally above national expectation and some pupils' standards were well above expectation.
- 4 In one very good Year 4 science lesson on separating the dye colours in ink, pupils were generally able to use simple equipment and make observations relevant to their task. Pupils' standards were generally above national expectation with regard to the theoretical aspects of the subject, though only around national expectation in the investigational aspects.
- 5 In one very good Year 5 English lesson pupils studied versions of the 'Three Little Pigs' written from different points of view. Many pupils were able to refer to the text when justifying the views they were giving and higher attainers were beginning to be able to select key points from the text. The very good support for specialist language given by the teacher meant that many pupils were increasingly confident about using these words in their answers. For example, one pupil was able to identify the phrase 'dead as a doornail' as being a simile. Pupils' standards were generally well above national expectation.
- 6 In a very good Year 6 lesson on mathematics all pupils were able to draw common two-dimensional shapes and orientate these variously on grids. The higher-attaining pupils were able to identify the symmetries with confidence although needed some prompting to use specialist descriptions of angles. Pupils' standards were generally well above national expectation.

The school is very well managed by the headteacher and governors with the headteacher providing strong leadership.

- 7 The headteacher provides strong leadership which ensures that all staff and governors share a common commitment to succeed. This has led to a strong sense of teamwork at the school. His very clear vision for the future development of the school is successfully conveyed to all through the prominently displayed aims and the consistent way in which these drive the priorities for development. From their analysis of the pupils' performance in national tests the school has identified writing as a particular focus for their work. This is incorporated into the performance management targets for all staff and as a consequence performance management is now very well integrated into the evaluation strategies of the school.
- 8 The governors are very well informed of the school's current circumstances and are deeply involved and very effective in the strategic management of the school. The headteacher, senior staff and governors very effectively review the school's performance in significant detail. The governors are very clear about the impact of the recent high staff turnover resulting from promotions and the ways to tackle this. Their review of the headteacher's performance targets is well integrated into the school's evaluation strategies. The governing body is currently reviewing its own operation and is actively seeking ways to improve its own effectiveness. Governors are keen to learn from other schools and seek the support of the local education authority when appropriate. The subject coordinators produce particularly detailed annual evaluations of progress which help future planning.
- 9 The school uses the resources available to it very well by targeting these on the priorities identified during the monitoring and evaluation of its performance. The headteacher's priority to establish a school environment which is conducive to learning has been very successfully achieved both within classrooms and in the school grounds. Classroom display is vibrant and very effectively celebrates pupils' achievements, creating a secure and interesting learning environment. Three dimensional artefacts enrich teaching of history, science and world faiths. Well looked after animals and plants provide constant sources of interest and running water, curtains and carpets make a significant positive impact aesthetically and acoustically.
- 10 The school grounds are well furnished with fixed and mobile facilities for pupils' play. Pupils were very involved in the creation of the grass maze and they make good use of the huge chess set and marked tracks on the field during breaks and lunchtimes. Hoops and balls are used very responsibly and ensure pupils are well occupied. The tree planting programme has ensured that there are many sheltered areas for pupils to sit in the shade and that there is a good local supply of conkers. The school's grounds are significantly enriched by a substantial environmental area, including a pond which provides an excellent resource to support pupils' science work.
- 11 The school applies the principles of best value very well as evidenced by its extremely successful management of the school meals provision. In addition to improvements in value for money, the intention to incorporate the school meals staff better into the wider staff team has been successfully accomplished. These staff now feel valued by the school and are effectively involved in the wider discussions of the future. Pupils are effectively involved in the choice of menus and practical guidance on a balanced diet is actively considered. As a consequence pupils take more interest in what they are eating. These developments have resulted in a significant profit and an increase in the numbers of pupils taking dinners at the school.

Teaching is a strength of the school and is generally very good with some excellent teaching.

- 12 The high standards which the school achieves and the very good progress which the pupils make in their time at the school are due in large measure to the quality of teaching. During the inspection all teaching was at least good or better. Teaching is characterised by successfully addressing the needs of all pupils whatever their prior attainment. Pupils with special educational needs, those learning in English as an additional language and all pupils regardless of gender or ethnicity are well supported by teachers and their assistants to make very good progress.
- 13 Lessons are very well planned and particular features include: the explicit planning for different levels of prior attainment which matches the work well to the needs of different pupils, and the clear relationship of the planning to the national guidelines for the different subjects. As a consequence of the clarity of the planning, the lessons are sharply focused and their purpose made apparent to the pupils. Pupils are always clear as to what they have to do and why they are doing it.
- 14 Lessons are very well structured and move at a very good pace ensuring that pupils remain well engaged with the different activities. Teachers' subject knowledge is very good and they use this to good effect to challenge the higher attainers. In some cases the teacher's enthusiasm for the subject is obvious and infectious. Teachers have high expectations of behaviour and of pupils' standards of work. These are effectively and consistently enforced. Full account is taken of the national strategies for literacy and numeracy and these have been well incorporated into the work of the school. The consistency with which teachers tackle these and the other elements of school policy are the more remarkable given the recent high turnover of staff resulting from the promotions of their predecessors. The school's induction of new staff is very effective.
- 15 In a very good Year 3 lesson on mathematics which focused on the rounding up of two and three digit numbers, the teacher successfully matched the work to the needs of all pupils. There were clear expectations of the outcomes expected of the children and they were made well aware of these. The pupils were grouped according to their prior attainment and the teacher effectively supported the different groups, matching her time well to the different levels of need. As a consequence all pupils made good progress.
- 16 In a good Year 5 lesson on religious education pupils were learning about the significance of the five 'K's to Sikhs. The lesson was well planned and the work matched to the needs of all pupils. A good plenary session allowed pupils to demonstrate what they had learned and reinforced their understanding. A small amount of restlessness on the part of a few pupils was dealt with firmly by the teacher and as a consequence of these high expectations pupils' behaviour was good.
- 17 In a very good Year 6 lesson on English which focused on writing for specific audiences, the teacher displayed very good subject knowledge. As a consequence the lesson was very well planned and the work was intellectually demanding for even the highest attainers. Pupils were totally intent on their work and made very good progress.
- 18 In an excellent Year 6 lesson on mathematics the pupils were working on the shapes of cardboard needed to make cubes. The lesson was extremely well structured in

line with the National Numeracy Strategy and the mental starter was very challenging and caused pupils to engage very well with the lesson. The extremely clear lesson objectives were shared very effectively with the pupils and as a consequence they were in no doubt as to the purpose of the lesson and what they needed to do. This gave a sharp focus to their work.

Pupil behaviour is generally very good and often exemplary.

- 19 Pupils' behaviour is generally very good and often exemplary both in lessons and around the school. Pupils are highly motivated and enthusiastic about their studies. They enjoy school and see their activities as relevant and purposeful. They are very well engaged by the work and can concentrate for protracted periods of time. They are attentive to the teachers during whole-class exposition and demonstrate real enthusiasm particularly with practical activities. At break times and lunchtime they play very well together using the many facilities with respect. Pupils relate very well to each other and to adults. They readily help peers who are having difficulty with their work. They show respect to teachers and their assistants and they talk confidently to visitors.
- 20 The school provides extensive opportunities for pupils to show initiative and take responsibility, and they respond very well to these and participate readily. The involvement of all classes in discussing and deciding the week's menus is a very good example of how the school helps pupils to mature. The 'family' style service of food during lunchtime gives Year 6 pupils responsibility for organising their tables throughout the meal and works extremely well. Pupils on a well-organised rota, take their responsibilities for preparing the hall for assembly very seriously. The necessary movement and setting up of equipment before, during and after the celebration is very well choreographed and the children clearly delight in a job well done. Pupils' attendance is excellent and they are keen to come to school because they enjoy their lessons and parents value the work of the school.

The school's provision for pupils with special educational needs is very good and ensures that these pupils make very good progress.

- 21 The new special educational needs co-ordinator has worked hard and successfully to understand the particular local arrangements for supporting pupils with special educational needs. The school's actions already reflect the demands of the new national code of practice which is due to be introduced in the autumn.
- 22 The school makes bids for money to support the pupils it has identified. In those years where the bids do not succeed in attracting the funding necessary, the school makes up the shortfall as senior staff and governors see this as a priority. As this funding is largely made up of staffing costs the financial commitment the school makes under these circumstances can be considerable.
- 23 Pupils with special educational needs are identified early and individual education plans are written for them. These plans are of very good quality. They include an appropriate number of well focused targets for improvement that are relevant to the individual pupil. A particularly strong feature is the quality of the support strategies suggested for teachers and their assistants to adopt with the individual pupil. These are very practical, well related to the targets and offer very good guidance to teachers. The individual education plans are reviewed on a regular basis and parents are appropriately involved in the process. The section on home plans for support is a

good feature. The involvement of pupils in the review process is at an early stage of introduction and is due to be further developed in the next 12 months.

- 24 Support for pupils with special educational needs is well targeted and includes mostly support within classes by teachers and their assistants and some supervised, small group work in a pleasant, specially converted room. In one Year 6 lesson on mathematics the teaching assistant made a very positive impact on the learning of pupils with special educational needs. Her work was well focused and informed by the detail of the individual education plans which were readily available in the classroom.

The school creates many opportunities to enrich the curriculum

- 25 The excellent attendance at the school is due in part to the pupils' enjoyment of school. The many opportunities that the school creates to enrich the curriculum for the pupils helps enhance the pleasure for many.
- 26 The excellent facilities in the grounds are well used to enhance aspects of the curriculum. The environmental area is a rich source of stimulus at all times of the year. A number of vegetable plots have been created by the children with outside help. These are generating much interest and some pupils are linking the work here with experiments on how seeds grow. Further improvements to this area are planned.
- 27 A remarkably diverse range of activities is available to children before and after school and at lunchtime every day of the week. Activities include many sports, opportunities to make music, some academic topics and others such as juggling. The school has held a science day where teachers and teaching assistants organised a different science activity for the pupils to experience. Pupils are given many chances to participate in sports tournaments away from the school and to perform plays and choral works. A rich and varied residential experience is an annual event for pupils in both Years 5 and 6, and many local visits support topics on history and art and design.

WHAT COULD BE IMPROVED

The good provision for pupils' spiritual development needs to be further improved by ensuring more opportunities are planned for in lessons.

- 28 Overall, the provision for spiritual development is good. Assemblies provide very good opportunities for pupils' spiritual development. There are silent pauses for them to reflect on their own values and beliefs, and assembly themes deal with issues which encourage pupils to think about what animates themselves. In one assembly the story was well chosen for the age group. It focused on the experiences of a pet dog and successfully allowed pupils to contemplate the impact of loss and death within a secure framework.
- 29 However, many opportunities to allow pupils to reflect in lessons are missed. The richness of the classroom and grounds environments are very well placed to provide teachers with occasions to encourage pupils to reflect and relate their learning to a wider frame of reference. Pupils are encouraged to think about questions based on 'what?' but less often questions based on 'why?' or 'how?'. Too often tasks are highly structured by the teachers leaving little room for pupils to explore issues more widely.

More opportunities to support pupils' spiritual development need to be planned for in lessons, and the existing good practice in assemblies and residential experiences needs to be disseminated.

The quality of opportunities for pupils to develop the skills of investigation needs to be further improved by implementing the school's plans.

- 30 The school has gone some way to address the issue of investigational skills identified in the last inspection report. It has introduced a number of modifications to its medium-term curriculum planning to ensure that more opportunities are now created to allow pupils to approach their work as an investigation. Further developments were planned in this area and were appropriately lowered in priority as a result of the need to induct the many new staff to the school's approaches to literacy and numeracy. Further work now needs to be carried out by implementing the school's plans to ensure that the quality of these opportunities is raised.
- 31 In one good Year 6 lesson on science pupils were asked to consider how to determine the value for money provided by different brands of soap. The aim of the lesson was well chosen to enable pupils to explore an issue experimentally and to develop their skills of investigation. However, the task was insufficiently well focused on the skills that pupils needed to develop and as a consequence the teaching did not effectively encourage pupils to focus their learning on this element. The lesson planning was good in other respects but could have reflected more closely the elements from the national programme of study which define the levels of attainment expected of pupils.
- 32 In one Year 6 lesson on mathematics pupils were working with two dimensional shapes. The first half of the task was effective at ensuring they all knew and understood the subject specific language associated with these shapes. The remainder of the task encouraged pupils to find out about the relationship of different shapes to each other. The task was highly structured by the teacher and based on following the instructions from a text book. As a consequence the opportunity for pupils to explore for themselves was very limited. They made very good progress on the theoretical aspects of the topic but the chance to develop their investigational skills at the same time was missed. The school needs to provide more tasks where the level of detail is less prescribed by the teachers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33 In order to improve the quality of provision and the standards attained by pupils, the governors, headteacher and staff should address the following:

- i) The good provision for pupils' spiritual development needs to be further improved by:
 - (a) ensuring more opportunities are planned for in lessons; and
 - (b) disseminating the existing good practice which exists in assemblies and residential experiences.

(Paragraph numbers: 28 & 29.)

- ii) The quality of opportunities for pupils to develop the skills of investigation need to be further improved by:
 - (c) implementing the school's plans;
 - (d) basing lesson plans more consistently on elements of the programmes of study; and
 - (e) providing more tasks where the level of detail is less prescribed by the teachers.

(Paragraph numbers: 4 & 30 - 32.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	4	0	0	0	0
Percentage	15	54	31	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	248
Number of full-time pupils known to be eligible for free school meals	-	7

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	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	11

Attendance

Authorised absence

	%
School data	3.2

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	39	28	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	39	39
	Girls	27	27	28
	Total	65	66	67
Percentage of pupils at NC level 4 or above	School	97 (97)	99 (98)	100 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	38	39
	Girls	27	27	28
	Total	62	65	67
Percentage of pupils at NC level 4 or above	School	93 (91)	97 (94)	100 (100)
	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	
Black – African heritage	
Black – other	
Indian	1
Pakistani	2
Bangladeshi	
Chinese	1
White	238
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	27.6
Average class size	27.6

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	86

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-
Total number of education support staff	-
Total aggregate hours worked per week	-
Number of pupils per FTE adult	-

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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	511,397
Total expenditure	503,906
Expenditure per pupil	1,961
Balance brought forward from previous year	37,384
Balance carried forward to next year	44,875

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	248
Number of questionnaires returned	221

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	48	3	0	0
My child is making good progress in school.	45	52	1	0	1
Behaviour in the school is good.	45	52	1	0	3
My child gets the right amount of work to do at home.	20	62	14	4	0
The teaching is good.	49	48	1	0	2
I am kept well informed about how my child is getting on.	29	62	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	52	37	9	1	1
The school expects my child to work hard and achieve his or her best.	65	34	0	0	0
The school works closely with parents.	25	61	11	1	2
The school is well led and managed.	49	45	4	0	2
The school is helping my child become mature and responsible.	42	54	2	0	2
The school provides an interesting range of activities outside lessons.	54	42	2	0	1