

INSPECTION REPORT

ROWDE CE AIDED PRIMARY SCHOOL

Devizes, Wiltshire

LEA area: Wiltshire

Unique reference number: 126409

Headteacher: Mr. David Ball

Reporting inspector: Mrs Shelagh Halley
8203

Dates of inspection: 11 - 12 December 2000

Inspection number: 224233

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:	Voluntary Aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Marsh Lane Rowde Devizes Wiltshire
Postcode:	SN10 2NP
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Mandy Housby
Date of previous inspection:	20 November 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rowde Church of England Primary School is a rural school serving several villages on the outskirts of Devizes in Wiltshire. There are 181 pupils on roll, aged between 4 and 11. This means that the school is below average in size for a primary school. There are few pupils from ethnic minority backgrounds, and none from travelling or refugee families; nor are there any pupils with English as an additional language. At the time of the inspection, there were 18 children under five in the reception class, all of whom attend full-time. Pupils on the school's register of special educational needs number 47, a proportion which is broadly in line with the national average. Their needs include dyslexia, moderate learning, specific learning, emotional and behavioural, and speech and communication. Two pupils have a statement of special educational need, a proportion which is broadly in line with the national average. Children enter the school in the year in which they become five. They arrive with a broad range of abilities, roughly in line with the county average.

HOW GOOD THE SCHOOL IS

On the basis of the very high standards achieved by the school in comparison with the national average and other similar schools, which puts it in the top 5 per cent of schools in England, Rowde is effective. The good quality of teaching, learning, leadership and management ensures that the school gives good value for money.

What the school does well

- The good teaching, particularly in Key Stage 2, leads to pupils achieving high standards in the core subjects of English, mathematics and science at the age of eleven
- The very good teaching provided for children under five leads to very good progress in learning
- The very good care taken of pupils which ensures that very good progress is made, especially by pupils with special educational needs
- Partnership with parents
- Leadership and management of the headteacher and the governing body

What could be improved

- Standards of attainment, progress and teaching at Key Stage 1
- The allocation of time in English, mathematics and science in Key Stage 1, and for religious education in both key stages
- The monitoring and evaluation of teaching
- Provision for multicultural education

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 1995, and the following areas for development were identified: a clearer focus in the school development plan with reliable financial estimates; developing the role of curriculum co-ordinators; establishing a consistent whole-school approach to assessment, marking and reporting; ensuring that statutory requirements for teacher appraisal and information for parents were met, and maintaining the high quality of teaching and learning. All these issues were thoroughly addressed in the post-inspection action plan. The school development plan has been extensively revised and is now a valuable tool for school improvement. The role of the curriculum co-ordinators has been improved but there is still more to be done. Owing to the fluctuating attainment on entry, standards at the end of Key Stage 1 have declined since the previous inspection. The high quality of teaching identified in the previous report has been maintained in Key Stage 2 and pupils continue to make very good progress. There is scope for further opportunities for developing pupils' knowledge and understanding of non-white, non-European cultures. Policies for assessment, marking and recording are in place and reviewed regularly, including the tracking of individual pupil progress. The governing body have agreed a policy for performance management and all staff, including the headteacher, were appraised by the beginning of November this year. This is good improvement and future plans show a very clear commitment to

raising the standards attained and the quality of education provided. The school has a good capacity and will to make further improvements.

STANDARDS

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

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

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

The school's very high results in the core subjects of English, mathematics and science at the age of eleven put them in the top 5 per cent of schools nationally. In all these subjects, pupils did much better than in the majority of schools. In comparison with similar schools, pupils' attainment was very high in all three subjects. Pupils exceeded the challenging targets set for them at both the expected and higher levels. The trend in improvement over time is lower than that nationally since there is so little scope for improvement on the very good results at the age of eleven. At the end of Key Stage 1, pupils attained standards which were above the national average in reading and writing and below the national average in mathematics. In comparison with similar schools, they were above average in reading and writing. They were well below in mathematics, but this is because of fluctuations in pupils' attainment on entry. In work seen during the inspection, standards achieved were well above the national expectation in Key Stage 2, reflecting those seen in the national tests. Standards in Key Stage 1 were broadly in line with the national average. In information and communication technology, standards are improving steadily as teachers build progressively on skills taught throughout the school. Children under five in the foundation stage are likely to exceed the national early learning goals by the end of the reception year. Since pupils' attainment on entry is average, and their results at the age of seven are also average, progress in Key Stage 2 is very good, with pupils, including those with special educational needs, being set demanding targets and working to the best of their abilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils tackle their work with enthusiasm and work hard to improve their performance.
Behaviour, in and out of classrooms	Very good. Pupils behave very well, both in class and around the school.
Personal development and relationships	Good. There is scope for greater rigour in recording progress in pupils' personal development.
Attendance	Very good.

Pupils come to school prepared to work hard, and they do so. They settle well to work and persevere, even when they find the tasks set demanding. Pupils relate very well to one another and respond well to

the very good example of respect and tolerance for others shown by their teachers and other adults in the school.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. In the foundation stage for children under five, it is very good and ensures that children are likely to meet and occasionally exceed the expected level in the national early learning goals. Instances of very good and excellent teaching were seen in Key Stage 2. Teaching in Key Stage 1 is never less than satisfactory, although there are occasions when pupils spend too much time consolidating previously acquired knowledge, understanding and skills instead of taking their learning forward. Teaching in English is satisfactory in Key Stage 1, and good and sometimes very good in Key Stage 2. Although not all teachers plan according to national guidance, their lessons are planned well and to very good effect on the standards achieved. Their high expectations ensure that all pupils, including those with special educational needs, make very good progress in Key Stage 2. The teaching of mathematics is satisfactory in Key Stage 1. At Key Stage 2, it is good overall, with instances of very good and excellent teaching, even though not all teachers follow the guidance of the national numeracy strategy. Teachers take good account of the prior attainment of their pupils in all abilities and ensure that work is matched to suit their individual needs. Teaching was excellent in 5 per cent of the lessons seen, very good in 25 per cent, good in a further 25 per cent and satisfactory in the remaining 45 per cent. The majority of lessons are well-planned, well-organised and well-managed, with work set which challenges pupils to achieve their best. No unsatisfactory teaching was seen. However, teaching in Key Stage 1 could be improved with a more rigorous system of classroom observation which identifies areas for professional development. Pupils' progress is closely tied to the quality of teaching and thus is good, and sometimes very good in Key Stage 2. They are made aware of the learning intention of the lesson and work hard to achieve it.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school provides a wide range of after-school clubs and a variety of visits and visitors to enhance pupils' learning.
Provision for pupils with special educational needs	Very good. Relatively lower attainers are identified early and given very good support. Those with prior higher attainment are sufficiently challenged.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Further opportunities should be given to pupils to celebrate the richness and diversity of non-white, non-European cultures.
How well the school cares for its pupils	Very well. The school takes very good care of its pupils and this is a strength of the school.

The broad curriculum is enriched by lessons in French throughout the school, and a good range of visits and visitors, including residential visits for older pupils. There are, however, some imbalances in the time allocation, which mean that some literacy and numeracy sessions are overlong, particularly in Key Stage 1, so that less time is available for subjects such as religious education, which prevents pupils

from making further progress. The school takes the greatest possible care of its pupils and supports their learning very well. The residential visit for Year 6 supports social and cultural development, and learning in many areas of the curriculum. There is scope for more emphasis on the understanding and appreciation of other cultures.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, ably supported by his deputy head, senior management team and the governing body, has a very clear idea of where the school is heading. However, monitoring of classroom practice should be more rigorous.
How well the governors fulfil their responsibilities	Very well. Governors have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Satisfactory. The headteacher, curriculum co-ordinators and governors all monitor provision with a view to the identification of areas for further development.
The strategic use of resources	Good, although better use could be made of educational support assistants in some classes.

The leadership and management of the headteacher, the deputy head, senior management team and governing body are effective in identifying priorities for the school and working to address them. The governors make prudent financial decisions and apply the principles of best value whenever they make large purchases or hire expensive services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children are making good progress • Behaviour is good • Teaching is good • They feel comfortable about approaching the school with problems • The school expects their children to work hard and achieve their best 	<ul style="list-style-type: none"> • No significant points

Inspectors agree wholly with parents' very positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good teaching, particularly in Key Stage 2, leads to pupils achieving high standards in the core subjects of English, mathematics and science

1. The good teaching across the school ensures that pupils' attainment at the age of eleven is very high, compared with the national average, in English, mathematics and science. The proportion of pupils attaining the higher levels in these subjects is also well above the national average. Pupils exceed the challenging targets set for them in all three subjects. In comparison with similar schools, results are also very high. In the lessons seen during the inspection, standards were in line with the national expectation in English, mathematics and science in Key Stage 1, and consistently above in the foundation stage and in Key Stage 2. Pupils are well on the way again to exceeding national averages considerably in 2001 at the age of eleven. The very good teaching of children under five in the foundation stage enables them to make good progress and they are likely to exceed the expected levels in the national early learning goals at the end of the reception year. At the age of seven, the cohort of 2000 attained above the national average in reading and writing and in line with it in mathematics. These standards are lower than in similar schools and have declined slightly since the previous inspection. This is because of the fluctuating attainment of pupils on their entry to the school and the differing proportions of pupils with special educational needs. The school is confident, however, that the consistently good teaching and high expectations in Key Stage 2 will ensure pupils will make good progress and achieve much more highly by the age of eleven. Inspection evidence bears this out since pupils often make very good progress in the junior classes.
2. Standards of speaking and listening are average at the end of Key Stage 1. Pupils listen carefully and make suitable responses. They are enthusiastic and maintain interest throughout most of the literacy hour but the teachers' introduction in lessons for each year group takes too long and this leads to a lack of pace, so that pupils grow restless and begin to fidget. At the end of Key Stage 2, speaking and listening are above the national average because teachers provide many opportunities for pupils to engage in discussion, for example, in the numeracy hour when pupils talk about the variety of methods of working to arrive at the correct conclusions. Many pupils speak clearly and confidently, and some higher attainers are very articulate, expressing themselves well. Pupils demonstrate their good listening skills in the answers they give to questions and in their thoughtful contributions to discussion. Teachers lose no opportunity to extend and develop pupils' vocabulary, especially that which is associated with other subjects, for example information and communication technology, mathematics, art and design technology. They encourage pupils to discuss problems in groups, fostering social interaction and respect for each other's views.
3. At Key Stage 1, the standard of reading is broadly in line with the national average. Pupils read their own work well, either their written work or when they are composing poems on the computer. However, some pupils are unable to sound out letters and have few phonic strategies. In the guided reading session, teachers missed the opportunity to extend pupils' knowledge and understanding of reading, and pupils were given no time to look at the book or pre-read the text. Standards in reading in Key Stage 2 are above the national average, with pupils experiencing a broad range and variety of texts, including the myths and legends of Ancient Greece and classic poetry such as 'The Pied Piper of Hamelin.' The skills of interpreting and drawing conclusions from the texts pupils read are well-developed.
4. Standards in writing are in line with the national expectation at the end of Key Stage 1. All ability groups correctly identify rhyming words and pairs, so that they can write a second line of a poem to make a rhyme. Higher attainers use basic punctuation and spelling well. Average and below average pupils insert capitals and full stops to mark off sentences. There was good factual writing about the water cycle and evidence of unaided writing about a visit from a policeman into school. Some stories about 'seeing an alien' and describing it were quite long and interesting. Handwriting

is usually joined-up but there is still some confusion about when to use capital or small letters. At the end of Key Stage 2, teachers give pupils many opportunities to write for a variety of different purposes and audiences, for example a school brochure for prospective parents, story writing and descriptions of settings and characters, all of which enables pupils to achieve highly so that their written work is well above the national expectation. Pupils in Year 3 produce clear factual writing on aspects of life in Australia. Some of it is quite long, showing evidence of pupils' personal research. In Year 4, there were some good examples of imagery in poetry, for example 'trees like massive thorns in the snow.' There is also good imagery in poetry produced by Year 6, for example 'the wind snapping branches like a dog attacking a rabbit.' Higher attainers write very clear, concise instructions, showing step-by-step methods for making Christmas decorations. Across the key stage, good progress is made in developing writing skills from simple to complex sentences. Standards of handwriting and presentation are very good, with pupils writing a fluent, joined-up hand. Most work is correctly spelt and punctuated and grammatical conventions are well observed. Pupils use their skills effectively in other subjects of the curriculum. Their reports of scientific investigations are well written and well organised and show that their deductive skills are used extensively. Most teachers maintain a good pace in lessons and their good relationships with their pupils ensure that there is no waste of time. They generally make good use of assessment, recording pupils' academic progress systematically, but there is scope for improvement in the recording of pupils' progress in personal development.

5. Standards in mathematics are currently in line with the national average in Key Stage 1 and, with the present satisfactory rate of progress, pupils are well placed to exceed the national expectation by the time they are seven. Higher attainers count confidently and add in hundreds to figures more than a thousand. Average pupils accurately double figures to 100. Very few lower ability pupils and pupils with special educational needs have any difficulty in accurately identifying numbers before, after and between given figures. Most recognise and correctly identify simple shapes, for example, rectangles, square and triangles and describe them precisely, for instance, the number of sides. Year 2 pupils are beginning to understand how to halve fractions, and tell the time correctly. Higher attainers sort 3-dimensional shapes, using terms such as sides, corners, edges, etc. Examination of past work shows that pupils make good progress over time. At the end of Key Stage 2, higher attainers recognise factors and prime number and multiply by factorising. They correctly convert fractions to decimals and start to notice recurring patterns. They make accurate use of calculators to check results. They produce accurate reflections of complex shapes, and recognise where the shape will be after translation. Pupils precisely describe movement using vectors. Average attainers reflect simple shapes in diagonal mirror lines, and rotate a shape about a given centre of rotation, showing their good understanding of rotational symmetry. Most pupils correctly interpret information from a table, and form their own table to represent the answers. They draw conversion graphs accurately and use them to answer questions. Teachers plan carefully and set work which is appropriately challenging for all abilities. Pupils make mental calculations quickly and accurately, and use all four operations of number correctly. They make good use of their numeracy skills across the curriculum, for example, in presenting scientific findings in tables, charts and graphs, either by hand or using a computer, or in using measuring tools in design and technology. Teachers make good curricular links, for example in a design technology lesson on Christmas decorations in which they point out that writing the method of manufacture is a use of literacy skills in writing instructions. Their expectations, both academic and behavioural, are very high and this results in very good behaviour and very good response to teaching, enabling pupils to make good progress.
6. In the lessons seen, standards in science are generally in line with the national expectation in science at the end of Key Stage 1. Teachers encourage pupils to use their existing knowledge and understanding to investigate materials in the clothes they wear at different times of the year. Pupils sort and recognise the different properties, describing them as 'rough, shiny, smooth, hard, soft.' Pupils understand what happens when water becomes ice and changes back again. They use their numeracy skills effectively to read a rain gauge accurately. Their written work shows a clear understanding of healthy and unhealthy eating and the changes that occur when substances are heated or cooled. At the end of Key Stage 2, standards are above the national expectation. Teachers question well, adapting vocabulary and content to the differing needs of pupils, to enable them all to tackle the same demanding tasks. Pupils understand the criteria for a fair test. They

predict accurately the outcomes of their experiments, using their previous experience. They present their findings in terms of a chart, and then as an organised report using information and communication technology. They correctly identify the parts of a plant and understand the suitable conditions for growth. Most pupils have a clear understanding of how the heart works as a pump. They understand how electricity creates light and successfully make electrical circuits. They use the appropriate language accurately and teachers ensure that pupils have sufficient opportunities for posing their own questions for exploration.

7. The teaching of information and communication technology means that communication and other skills are built upon over time so that, by the end of Key Stage 2, pupils have learned some control and modelling techniques and the skills of using spreadsheets to meet national requirements. At the end of Key Stage 1, pupils begin to sort and handle information to make a graph in a data handling program, and there are some good examples of computer-generated art on display. Teachers make clear links to other subjects such as English and mathematics, so that pupils organise and classify information, presenting their findings and sharing and exchanging ideas in good collaborative work. The majority successfully access programs on their own, changing fonts and clicking on icons confidently and competently.
8. Teachers' collections of pupils' completed work are very well annotated and accurately levelled, showing good knowledge of pupils and their abilities. Pupils of all abilities make good progress, and pupils with special educational needs make very good progress towards the targets in their individual education plans. The use of display celebrates pupils' artistic achievements but is not always sufficiently developed as a learning resource to take knowledge and learning forward.

The very good teaching provided for children under five leads to very good progress in learning

9. The teaching of children under five in the reception class is very good. Every opportunity is taken to relate the work set to children's own experience, for example, artwork on snow and snowmen, which was also used to inspire class poems. The teacher ensures that there are opportunities at all times for children to listen to a variety of music and story tapes, encouraging them to explore language and to express their response to the music they hear. Children happily and enthusiastically follow their teacher's good model in reading expressively and show their good listening skills when they answer questions or make their own contribution to discussions. Classroom routines are well established and even the youngest children settle very well into the life of the school. They meet their teacher's expectations of good behaviour, with very little calling out and most remembering to put up their hands or take turns to speak. The teacher constantly reinforces children's learning in counting and developing mathematical language, for instance, using the terms 'larger' and 'smaller' correctly. Children are encouraged to reflect on what they have learned, for instance, some speculation on what would happen if a snowman ate curry – would he melt? The teacher provides a good balance of group, whole class and individual learning activities, with groups often supported by the nursery nurse to ensure good progress for pupils of all abilities. Activities are purposeful and there is no waste of time. All staff listen well to children and encourage them to talk about what they are doing. The very warm relationship between staff and children ensures that their first experience of school is a very good one.

The very good care taken of pupils which ensures that very good progress is made, especially by pupils with special educational needs

10. The school follows very good procedures for the health, safety and welfare of the pupils. Procedures for child protection are good. Parents very much appreciate the well thought-out induction procedures, meeting the reception teacher with their children before they join the reception class. Staff know their pupils well and make very good use of a variety of assessment strategies to make ongoing observations of pupils' progress. This assists them in their planning of lessons which take account of what has gone before and what is to follow. Identification of pupils with special educational needs, whether lower or higher attainers, is carried out early and the support given to them in both literacy and numeracy, either in withdrawal sessions or as part of a

lesson, is very good and ensures that they make very good progress. Test results are analysed very carefully by gender and show that there is no significant difference between the attainment of boys and girls.

Partnership with parents

11. Parents' views of the school are overwhelmingly positive and the good response to the questionnaire produced no significant concerns. The annual questionnaire sent out by the school is a very good approach to consultation with parents, who are very happy with the quality and volume of information provided by the school to enable them to help their children make good progress, for example, the termly information sheets from teachers which outline the work to be covered. When issues arise, parents are consulted to enable them to make their views known. Parents have enthusiastically attended evenings organised by the school to give them a greater understanding of the school's organisation and the literacy and numeracy hours. The parent and teachers' association is very supportive and involved in the life of the school. There is free access to the classrooms and several parents come in to help.

Leadership and government of the headteacher and the governing body

12. The headteacher, his deputy head and senior staff have a very clear idea of where the school is heading and how their hopes for the future can be achieved. Their leadership and management are good. Their policy for special educational needs and for pupils with English as an additional language ensures social inclusion and good integration for all. The school's approach to monitoring and evaluating the quality of its provision in the core subjects means that the headteacher, staff and governors are clear about what is going well and also about what action is needed to bring improvement where things are not as good. Some curriculum co-ordinators lack the opportunity to exercise their management function in terms of monitoring and evaluating provision because of a lack of non-contact time. The interesting survey of the headteacher's leadership and management for a national qualification suggests that he is inclined to underrate both himself and his staff! The governing body meet all statutory requirements and use the resources available to them very well. Policies and practices in appraisal and performance management are beginning to result in well-considered professional development to enable staff to keep up to date with their subject knowledge and ensure the proper training of classroom assistants. However, in some lessons, insufficient use is made of learning support assistants. All staff and governors share a commitment to improvement and the capacity to succeed. Governors make prudent financial decisions and apply the principles of best value to their purchases or hiring agreements.

WHAT COULD BE IMPROVED

Standards of attainment, progress and teaching at Key Stage 1

13. Standards of attainment are broadly in line with the national expectation in Key Stage 1 and progress is satisfactory, occasionally good. Although no teaching was unsatisfactory, pupils do not make the same good and very good progress as those in Key Stage 2. Lessons sometimes lack pace and challenge so that pupils become restless and lose interest during overlong introductions to lessons which means they have too little time for individual learning activities. In some of these lessons, there is not enough use made of learning support assistants who sometimes sit inactive for long periods of time.

The allocation of time in English, mathematics and science in Key Stage 1, and for religious education in both key stages

14. The school achieves very highly in the core subjects in Key Stage 2, but not so well in Key Stage 1. The concentration on the areas of literacy and numeracy results in sessions which are overlong so that lessons are slow in pace and pupils do not make the progress they should. Science suffers from the current timetabling and sometimes science lessons last only fifteen minutes. The fragmented timetabling of other subjects also means that there is insufficient time to cover all strands of the National Curriculum programmes of study in sufficient depth. This also applies to religious education where the allotted time is often too short to extend and deepen pupils' knowledge and understanding.

The monitoring and evaluation of teaching

15. The school's procedures for the monitoring and evaluation of teaching are insufficiently rigorous. The headteacher and senior management team observe lessons taught by their colleagues, using a valuable check-list, but their judgements do not take sufficient account of all the criteria to be met and areas for development are not always clearly spelt out or acted upon. There is scope for improving these procedures so that they are really useful in identifying possible professional development needs, opportunities which are sometimes missed using the current method.

Provision for multicultural education

16. Opportunities have been increased for developing the aesthetic and creative dimension of pupils' education and thus improving the contribution to spiritual development, for example opportunities for reflection through prayer and music and using a lighted candle as a focus in assemblies, signifying to pupils the 'specialness' of this time. The wide range of visits and visitors also makes a good contribution to cultural development and the regular opportunities for pupils to work with established artists, authors, poets and musicians. Pupils have a good knowledge and appreciation of their own culture and a little knowledge of Australian aboriginal art and Islamic geometrical patterns. However, their awareness of the diversity of non-white, non-European cultures is limited and there are too few opportunities for pupils to understand and appreciate the achievements of world cultures and their contribution to the development of mathematics, science and technology, for example, that the Arabs gave the zero to the world. This leads to a one-sided view of the richness of British and European heritage without giving due attention to the contributions made by others.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further and improve the quality of education provided, the headteacher, senior staff and governors should:

- (1) Improve the standards of attainment, progress and teaching at Key Stage 1 by:
 - Devising a coherent approach to the curriculum which provides continuity between the very good progress made in the foundation stage and in Key Stage 2
 - Raising standards in the quality of teaching through appropriate professional development. (*Paras. 1, 3, 13*)
- (2) Review the allocation and distribution of time for English, mathematics and science in Key Stage 1, and for religious education in both key stages. (*Paras. 2, 14*)
- ** (3) Establish and effectively implement more rigorous procedures for monitoring and evaluating classroom practice. (*Para. 15*)
- (4) Further increase the opportunities offered to pupils to celebrate the richness and diversity of other cultures in the world, particularly non-white and non-European. (*Para 16*)

* This issue has already been identified by the school and is a priority in the current development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
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
5	25	25	45	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	181
Number of full-time pupils eligible for free school meals	0	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	3.8
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	11
	Girls	12	12	12
	Total	24	23	23
Percentage of pupils at NC level 2 or above	School	92 (100)	88 (91)	88 (95)
	National	84 (79)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	11	13
	Girls	12	12	12
	Total	24	23	25
Percentage of pupils at NC level 2 or above	School	92 (91)	88 (95)	96 (95)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	14	11	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	11	11	11
	Total	25	25	25
Percentage of pupils at NC level 4 or above	School	100 (74)	100 (91)	100 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	11	11	11
	Total	23	24	25
Percentage of pupils at NC level 4 or above	School	92 (91)	92 (91)	100 (96)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	178
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	21.5
Average class size	25.9

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	95

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	392599
Total expenditure	401042
Expenditure per pupil	2473
Balance brought forward from previous year	15345
Balance carried forward to next year	6902

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	181
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	22	5	0	0
My child is making good progress in school.	60	36	2	0	2
Behaviour in the school is good.	55	42	0	0	2
My child gets the right amount of work to do at home.	35	50	10	2	4
The teaching is good.	71	26	0	0	2
I am kept well informed about how my child is getting on.	33	50	15	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	67	32	0	0	1
The school works closely with parents.	48	45	6	1	0
The school is well led and managed.	73	24	1	0	2
The school is helping my child become mature and responsible.	58	36	1	0	5
The school provides an interesting range of activities outside lessons.	69	26	1	0	4