

INSPECTION REPORT

PRAE WOOD PRIMARY SCHOOL

St Albans

LEA area: Hertfordshire

Unique reference number: 117315

Headteacher: Mrs Sue Dutt

Reporting inspector: Lynda Maple
6435

Dates of inspection: 17 – 18 October 2000

Inspection number: 224597

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Samanda Othen
Date of previous inspection:	18/11/1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Prae Wood Community Primary School has 193 pupils on roll and is an average sized primary school. There is a part-time nursery class with 26 children. The percentage of pupils eligible for free school meals is six per cent; this is below average. The ethnic composition of the school is mainly white with one per cent of pupils with English as an additional language. Twenty five per cent of pupils have special educational needs, the majority of these pupils have moderate learning difficulties, but three pupils have a statement of educational need. Attainment on entry to the nursery and reception class is high.

HOW GOOD THE SCHOOL IS

Prae Wood is a good school and one that is improving. Pupils achieve very high standards in English, mathematics and science, and able pupils do particularly well. The quality of teaching overall is satisfactory and enables pupils to build on their previous learning. The headteacher and governors work closely together to maintain and develop the school as a friendly and caring community and achieve the school's aims. Careful financial planning ensures the school's available resources effectively support priorities. The school provides good value for money.

What the school does well

- Pupils attain high standards in English, mathematics and science at the end of Key Stage 2.
- The headteacher and governing body provide good management and leadership of the school.
- There is good provision for children in the Foundation Stage, especially in the nursery.
- Very good provision is made for the pupils' welfare and guidance; they behave very well and their positive attitudes help them learn effectively.

What could be improved

- The quality of teaching, though satisfactory overall, is not as good as it could be - the amount of good teaching is low and some teaching is poor.
- The school's systems for monitoring teaching and learning are not rigorous enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall since the last inspection in November 1996. There is an established senior management team that meets regularly. Matters for action are clearly identified and systematically followed up and reviewed. School development planning is effective; priorities are identified and linked to careful financial planning and success criteria. Detailed schemes of work are now in place and provide teachers with a sound basis for termly planning. The majority of teachers use these effectively to prepare weekly plans, though in Years 5 and 6 planning is not sufficiently based on appropriate learning objectives. The roles of curriculum co-ordinators have been developed to include opportunities to influence and monitor work in their subjects. The headteacher and key subject co-ordinators have carried out classroom observations. Further developments are planned as part of the school's participation in the Investors in People programme.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1988	1999	1999	
English	B	A	A*	A	well above A average above B average C below average D well below E average
mathematics	B	A	A*	A*	
science	B	A	A	A	

These are very good results and show consistently high standards being maintained. The results in mathematics are in the highest five per cent of schools nationally. They are also in the highest five per cent when compared with schools in similar circumstances; that is, schools with a similar proportion of pupils known to eligible for free school meals. A similar picture emerges when comparing the school's performance with prior attainment. The percentage of pupils attaining the above average level (level 5) in English and mathematics was very high in comparison with the national average. In science it was well above average. The trend in the school's average National Curriculum points for all three subjects was above the national trend. The results of the most recent, unpublished results for 2000 show that attainment remains high with the great majority of pupils attaining the higher level. The school achieved its targets in English and mathematics in 2000 and greatly exceeded the percentage predicted to attain level 5. It is on course to achieve its targets next year.

The inspection took place early in the year so only a small amount of work was available to judge standards of the present pupils. However, inspectors found that pupils' attainment in English, mathematics and science in Year 6 broadly reflects the results above. In Year 2, standards are above average in reading, writing and mathematics though evidence suggests that overall results at the end of the year will be lower than in the previous two years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good and help pupils in their learning. Pupils participate willingly in activities.
Behaviour, in and out of classrooms	Behaviour is very good in class and during playtime because pupils understand and accept the school code.
Personal development and relationships	These are good. Pupils have good relationships with each other and the adults in the school. Older pupils are caring towards the younger ones.
Attendance	This is above the national average. There has been no unauthorised absence during the current year.

The pupils' positive attitudes and mature and considerate behaviour reflect the school's high expectations and consistent approaches.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
11 lessons seen overall	Good	Satisfactory	Satisfactory

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 was satisfactory or better in 91 per cent of lessons seen. In the remainder, one lesson in Key Stage 2, it was poor. In 36 per cent of lessons teaching was good and, in one lesson, it was excellent. The teaching of English is satisfactory and occasionally good. In mathematics, it is satisfactory overall, though in Key Stage 2 it ranges in quality from excellent to poor. The National Literacy and Numeracy Strategies have been implemented and many teachers use these well to prepare interesting lessons. Most teachers have satisfactory subject knowledge, manage their classes well and have good relationships with them. Some lessons, however, proceed at too slow a pace and, as a result some pupils, particularly the less able, lose interest and do not participate actively. In lessons where the same task was given to the whole class less-able pupils often could not keep up.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum overall is good and the school successfully promotes the basic skills of literacy and numeracy. The school's schemes of work are based on national guidance and fully reflect statutory requirements.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs in the Foundation Stage. It is satisfactory in Key Stages 1 and 2. More support for Key Stage 2 pupils has recently been provided and systems are just being established.
Provision for pupils with English as an additional language	There are very few pupils with English as an additional language. Satisfactory provision is made for them, although more support within lessons would aid their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good for moral and social development. Good for spiritual and cultural development. The school works hard to be socially inclusive. It successfully provides equality of opportunity. It actively promotes moral principles and helps pupils develop self-awareness and self-esteem and consideration for others.
How well the school cares for its pupils	Provision for the pupils' welfare is very good.

The well-planned curriculum in the Foundation Stage covers all the national early learning goals and relevant aspects of the National Curriculum. It is carefully structured to meet the varying needs of the children. The curriculum for the oldest pupils is enhanced by a residential trip at the beginning of Year 6. This positive experience enriches the curriculum and provides a broad range of worthwhile opportunities that stimulate and motivate pupils. In contrast, some aspects of the Year 6 curriculum are not fully developed because too much time is spent preparing pupils for the end of key stage tests.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and effective management. She is clear about the school's strengths and weaknesses and what needs to be done to improve. The senior management team makes a satisfactory contribution to achieving the school's aims and objectives. The role of curriculum co-ordinators is developing well and a satisfactory start has been made to gaining an oversight and influencing work in their area.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities very well. They are well informed about the school and play an active part in evaluating the quality of education provided.
The school's evaluation of its performance	The school has good procedures for tracking pupils' progress and setting appropriate targets. Governors have effective systems for monitoring and evaluating the effectiveness of their decisions on the standards achieved.
The strategic use of resources	The school uses its available resources well and fluctuations in income have been managed efficiently.

The headteacher and governors provide clear educational direction for the work and development of the school and are committed to maintaining high standards. They work together very effectively to ensure the school provides a good standard of education. The school is aware of the principles of best value and endeavours to apply them, albeit in an informal way.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Behaviour is good • The school is approachable • Teaching is good • Their children make good progress • The school helps pupils become mature and responsible • The school is well led and managed • Children are expected to work hard 	<ul style="list-style-type: none"> • Information they are given about progress • The range of activities outside lessons • The amount of homework • A broader curriculum that is less restricted by the focus on literacy and numeracy work

Parents express substantial levels of confidence in the school with significant support in many areas of school life. The inspection team agrees fully with those aspects of the school that please parents; however, teaching is not consistently good and there are some weaknesses in teaching in Key Stage 2. The provision for lower-attaining pupils is not always adequate and inhibits the progress they make. The concern of some parents about the quality of information about progress is sometimes justified and reports on pupils vary between very good and poor. The best reports are of high quality. The poor reports focus only on what pupils have covered and contain inadequate information about what progress has been made, with few indications of areas for improvement. The inspectors do not agree with parents that the range of extra-curricular activities is inadequate. There is a broad range of activities, including a French club and chess club, that are well supported by the pupils. The school's policy for homework is satisfactory, but there is a lack of consistency between classes, in how the policy is implemented. In general the curriculum is not restricted by literacy and numeracy work, there are comprehensive schemes of work for all subjects.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in English, mathematics and science at the end of Key Stage 2.

1. Standards in English, mathematics and science are very high and reflect the good results published for 1999. The unpublished results for 2000 show a similar picture of high attainment, although standards in science have improved and overall results in English and mathematics are not quite as high as they were. The percentage of pupils attaining the higher level (level 5) in English, mathematics and science remains high.
2. Pupils' attainment on entry is above average and most make good progress and maintain good standards throughout their time at the school. By the end of reception, almost all children have achieved the early learning goals and many have progressed beyond them. Through well-structured opportunities for play, they practise and build up ideas, concepts and skills. They think creatively and communicate with others to help them investigate and solve problems. They establish a solid foundation on which they can build in all areas of their learning.
3. By the end of Key Stage 1, almost all pupils reach the level expected in reading, writing and mathematics. In the 1999 National Curriculum tests, compared with similar schools, pupils' results in reading and writing were above the national average and well above in mathematics. Discussions with pupils and work in lessons and in their books indicate that pupils are enthusiastic speakers and listeners, keen to learn and share experiences with adults and other children. They have a good grasp of basic skills in numeracy and literacy and demonstrate their ability to use these in other areas of the curriculum. For example, pupils read instructions on worksheets and interpret them correctly. They find out more about things that interest them by using information books and work done by other pupils. The more-able pupils show a good command of the conventions of English grammar. They compose different forms of writing with good attention to spelling and punctuation. In mathematics, pupils are developing their knowledge and understanding through practical activity and discussion. The higher-attaining pupils apply their knowledge of numbers and calculations to solve problems that emerge in their interactions with others. For example, they work out differences in ages between them and their siblings. By the time they reach the end of Key Stage 1, pupils have established positive attitudes, work hard and have the necessary skills and competencies to underpin future learning.
4. By the age of 11, pupils' speaking and listening skills are well above average; they speak clearly, fluently and confidently to different people and are keen to join in discussions. They use language effectively to interest, entertain or persuade their audience. They know and use specialist subject vocabulary with ease and are well versed in the conventions of Standard English, using it confidently in both formal and informal situations. Many have read widely from a range of genres, some at a demanding level, and are familiar with the work of significant children's authors. Their writing is well structured, shows appropriate use of paragraphs and often contains imaginative use of vocabulary. Handwriting is fluent and well formed, spelling is generally accurate and punctuation correctly used.
5. Pupils' numeracy skills are good. They have a good knowledge of the number system and how it works. They are proficient in written calculations and many have a

good repertoire of mental strategies for solving problems. They are familiar with the vocabulary associated with mathematical topics and use it correctly to explain their workings. They have good recall of number facts and use these to calculate with large numbers. Most understand the relationship between aspects of number; for example they know how addition and subtraction are related and how these operations link with multiplication and division. Pupils understand and calculate fractions, decimals and percentages and convert one to the other using standard written methods. The higher-attaining pupils organise their work well and are confident in using a range of diagrams and symbols to record their work. They are familiar with a range of standard units for measuring and can choose the appropriate ones for a given task. They convert one standard unit to another, and understand how centimetres and square centimetres are used to find the perimeter and area of shapes.

The headteacher and governing body provide good management and leadership of the school.

6. The headteacher provides good leadership and understands what underpins a successful school. She has established a positive learning environment where every pupil is valued as an individual regardless of ability or particular learning need. Pupils with particular learning needs are fully integrated into the life of the school and are helped to participate in as many aspects of school life as they can. She acknowledges the skills and competencies pupils have already developed by the time they start at the school and is committed to building on this good foundation by setting high standards for everyone. She has ensured that the National Literacy and Numeracy Strategies have been successfully implemented. Together with the co-ordinators, she monitors the work to ensure good standards are maintained. She has ensured that the issues identified in the last inspection report have been successfully tackled and is clear about other weaknesses that need to be addressed. For example, although the school's English results are high; she has identified some aspects of writing as needing more attention in order to raise standards even further. She understands the need for all staff to be fully involved in the work of the school and to understand the ways in which they can contribute to its successful operation. The school's application to gain Investors in People status is seen as way to endorse this.
7. The governors are fully supportive of the school and make a valuable contribution to providing a good standard of education for its pupils. There are appropriate committees that oversee the various aspects of the school and enable the governing body to fulfil its statutory responsibilities well. Governors visit regularly and are kept up to date with initiatives such as the National Literacy and Numeracy Strategies. They are fully aware of the standards reached and how they compare with other schools. They are sufficiently well informed to set realistic though challenging targets and have effective systems for reviewing progress. The governing body as a whole is effectively involved in school development planning and ensures priorities are appropriately resourced and supported.
8. In the recent past, the governors were required to deal with a very challenging financial situation. They handled the issues arising sensitively and examined a number of options before deciding what action to take. They used the experience positively and established a ways of preparing both short-term and long-term objectives based on projected numbers. They are aware of the need to evaluate spending decisions and are currently developing ways to do this. For example, more teaching assistants have been recruited to assist in lessons. The governing body is keen to evaluate the impact of their work on pupils' progress and is establishing systems for judging value for money.

There is good provision for pupils in the Foundation Stage, especially in the nursery.

9. Most children have previous experience of nursery or play group before joining the nursery class and their attainment on entry is high. By the time they are ready to start Year 1 almost all have attained the early learning goals and most have exceeded them.
10. The school has maintained the good provision noted in the previous inspection report when the teaching in the nursery was described as good and personal and social development was accorded high priority by the staff. The good quality of provision continues to have a positive effect on the children's well being and their attitudes to school and learning. Their self-confidence and self-esteem develop well. Children with special education needs are fully included in the activities. Adults know the children well and are good at assessing their achievements and planning work that builds on what they have done before. The adults are very good role models for the children; they show real appreciation when children have made an effort to succeed and take every opportunity to affirm and encourage good behaviour. Talk, play and practical activity underpin the curriculum, particularly inside; outside there is scope to develop teaching and learning. The nursery outdoor area is principally used as a playground, and though it is sometimes used for teaching activities, opportunities are missed to utilise its potential fully.
11. The children's personal, social and emotional development is very well supported in both the nursery and the reception class. Children show high levels of interest in activities and persist at their tasks until they are satisfied with the results. They confidently approach adults for help if they need it but are keen to solve their own problems whenever they can. They get on very well with each other and show interest in what others are doing. The adults foster these qualities by giving children time to learn and to try to do things independently. They organise resources so that the children can choose for themselves. For example, when the nursery children made musical instruments they were free to decide on the kind of instrument they wanted and to make it and decorate it as they wished. They were encouraged to consider what would be the best way of joining the materials for example and to try different techniques.
12. Communication, language and literacy skills are fostered well in both classes and children make good progress in this area of their learning. Children read and write for a range of purposes, including using and creating non-fiction texts. They have a good range of opportunities to talk and ask and answer questions about their activities. The older children are beginning to write words and captions independently and know the names and sounds of letters. The reception children talked animatedly about the illustrations of fruits and vegetables in the shared book in their literacy lesson.
13. In both classes children learn number and counting rhymes. Their language is extended through participation in a good range of practical activities. Recently, for example, the nursery children have grown pumpkins from seed, observing and recording the experience in a range of ways. They have a role play area where they can explore different themes, including, during the inspection, a well-resourced hospital play area.

Very good provision is made for the pupils' welfare and guidance; they behave very well and their positive attitudes help them learn effectively.

14. The school is a safe and caring place for pupils. Procedures for the welfare of pupils are managed very effectively and teachers and other members of staff share

considerable expertise to deal with incidents of illness or injury, including training for areas of special need. There are successful arrangements for child protection with a properly designated teacher to oversee practice in the school and appropriate work in the curriculum for pupils. Health and safety arrangements are well managed, with clear roles and responsibilities and monitoring procedures which ensure that risks are properly assessed and effective action is taken.

15. The school promotes a very good response from pupils, who demonstrate very good attitudes to school life similar to those apparent at the time of the last inspection. They enjoy their time in school and the vast majority participate sensibly and supportively in the classroom.
16. Behaviour in lessons and around the school is very good because pupils have a clear understanding and acceptance of rules and routines. They can be trusted to work independently in groups with little overt supervision from adults. For example, this worked well in a literacy lesson in Year 1. Pupils also show respect for property. For example, they keep dining areas tidy and ensure the absence of litter around the school. Pupils are motivated to behave well and attract few sanctions of any severity. There has been only one permanent exclusion in recent times.
17. Relationships and personal development are very good with no evident tensions between pupils. Space is shared very well in the playground, where play is characterised by affection and friendship. Levels of co-operation are high, especially between older pupils, such as in the sharing of materials and collaborative work seen in mathematics in Year 6. Older pupils acquire a very high standard of social and moral awareness through their involvement in the school council. They also present very good role models of behaviour for younger pupils.

WHAT COULD BE IMPROVED

The quality of teaching, though satisfactory overall, is not as good as it could be - the amount of good teaching is low and some teaching is poor.

18. There has been little change in the quality of teaching in the school since the previous inspection. It remains satisfactory overall. In about one third of the lessons seen it was good and in one lesson it was excellent. In the remaining two thirds of the lessons, teaching was satisfactory with the exception of one instance when it was poor. This is a broadly similar picture to that at the time of the previous inspection though none of the teaching then was described as poor.
19. Some aspects of the teaching have improved, notably in the area of subject planning. Good schemes of work have been introduced and most teachers succeed in translating them into clear lesson plans based on specific learning objectives matching the range of levels of attainment in the class. This was particularly evident in the nursery and Years 2, 3 and 4. The National Literacy and Numeracy Strategies have been implemented and many teachers use these well to prepare lively and interesting lessons. In Year 4, for example, in a numeracy lesson, excellent teaching harnessed the pupils' interest and challenged their thinking. The work planned for the class presented appropriately different levels of challenge to each of the groups of pupils. The teacher skilfully used questions, discussion, explanation and demonstration to introduce new ideas and ensure that all pupils could follow the thread. This class made very good progress indeed in their learning.

20. In the poor lesson, however, the teacher did not make effective use of the new schemes of work. In this Year 5 mathematics lesson, the teacher did not plan clear objectives and provided the same work for the whole class despite very wide variations in their understanding and prior knowledge. A major weakness was that the least-able pupils were given no help to do the work; this group is developing a dislike for the subject because the work set is too hard for them. The pupils' books and the teacher's plans indicate that this is the case in many of their lessons in many subjects of the curriculum.
21. In the remaining lessons, teachers demonstrated that they have satisfactory subject knowledge and often make lessons interesting. They manage their classes well and have good relationships with them. A common weakness identified in the previous inspection still remains however; lessons often proceed at too slow a pace and as a result some pupils, particularly the less able, lose interest and do not participate actively. This was the case in several literacy lessons in both key stages and a science lesson in Year 1. Too often pupils waited for a small number of individuals to answer questions or watched them demonstrate writing on the board. These strategies slowed the pace of lessons and restricted active participation to a minority of the class. In the science lesson the same task was given to the whole class; it was too easy for many of the pupils and they were given too long to complete it. Progress as a result was slower than it should be.
22. In the last two years of Key Stage 2, teachers' planning does not take sufficient account of the school's schemes of work. They acknowledge that one reason for this is the need to prepare the pupils for the end of Key Stage 2 statutory assessments. In physical education for example, planning is limited to unduly narrow learning objectives and, as a result, skills acquired earlier are not sufficiently built on. Teachers' plans indicated that lessons may not take place when the hall is needed for practice for performances or assembly presentations. In subjects such as design and technology, history and geography, objectives for lessons are not always appropriate and the learning needs of the less able are not taken into account. Work in pupils' books indicates that history and geography in Year 5 for example, are not based on the National Curriculum programmes of study.

The school's system for monitoring teaching and learning are not rigorous enough.

23. A key issue in the previous inspection report was to enable co-ordinators to have greater influence over the school's work in their subjects. A satisfactory start has been made on this and the work of the co-ordinators has been developed to include a monitoring role. As part of the implementation of the National Literacy and Numeracy Strategies, subject co-ordinators conducted an audit that included an evaluation of the quality of teaching. Verbal and written feedback was given to individual teachers and whole-school issues discussed with the whole staff. This was a useful exercise as it provided the school with an overview of strengths and weaknesses in the teaching seen. However, there has been no follow-up to this exercise to check whether identified areas have been addressed and improvements made.
24. Inspection findings show that some teachers have not yet implemented two main recommendations arising from the mathematics audit. In one case, the observations and recommendations from the co-ordinator were rejected but there were no established systems for dealing with the situation to ensure school policy would be followed. Where the weaknesses still exist, work is not being planned that builds on pupils' previous levels of attainment; everyone in the class is set identical work. Teachers are not making the most of their time and they are not providing focused

support for particular groups; they deal with individuals who attract their attention while some of the most needy pupils go unnoticed. This is having a detrimental effect on pupils' learning, particularly some of the least-able pupils who are not making sufficient progress.

25. The school has not yet implemented a rigorous programme for monitoring that ensures all staff understand the purpose of classroom observations, how they are to be conducted and what is expected as a result of this exercise. There are currently only informal systems for informing the senior management team of the observations so they can be part of the whole monitoring process. However, the school's application for the Investors in People Award reflects the school's awareness of the weaknesses of the present system. Effective strategies have been identified for making the necessary improvements and to ensure the co-operation and support of all staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The school should now:
- (1) Improve the overall quality of teaching and ensure poor teaching is brought up to a satisfactory level by:
 - using the strengths of the best teachers to influence the rest;
 - ensuring the school's schemes of work are followed in all classes;
 - ensuring work is planned to meet the differing needs of pupils;
 - increasing the pace in lessons so that all pupils participate actively.
 - (2) Continue to improve the school's system for monitoring and evaluating the quality of teaching by:
 - implementing the action plan outlined in the Investors in People programme;
 - ensuring weaknesses identified in lessons are systematically followed up and targets for improvement are clearly understood and regularly reviewed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	0	27	55	0	9	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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	11	197
Number of full-time pupils eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	1	52

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.49
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	15	15	15
	Total	28	28	30
Percentage of pupils at NC level 2 or above	School	91 (93)	91(96)	94 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	15	15	15
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	88 (96)	91 (100)	91 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	17	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	6
	Girls	16	16	16
	Total	22	23	22
Percentage of pupils at NC level 4 or above	School	92 (89)	96 (97)	92 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	17	16	16
	Total	24	23	23
Percentage of pupils at NC level 4 or above	School	100 (89)	96 (93)	96 (92)
	National	68 (65)	69 (65)	75 (72)

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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	158
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		1
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.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	20.7
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	119

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	26

Number of pupils per FTE adult	5.2
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	388,013
Total expenditure	383,085
Expenditure per pupil	1825
Balance brought forward from previous year	17,315
Balance carried forward to next year	22,243

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	55	36	7	0	2
Behaviour in the school is good.	57	38	3	1	1
My child gets the right amount of work to do at home.	32	47	16	1	4
The teaching is good.	54	37	2	1	6
I am kept well informed about how my child is getting on.	42	34	19	2	3
I would feel comfortable about approaching the school with questions or a problem.	67	24	5	3	1
The school expects my child to work hard and achieve his or her best.	53	37	5	0	5
The school works closely with parents.	43	36	15	3	3
The school is well led and managed.	51	34	10	3	2
The school is helping my child become mature and responsible.	55	36	4	3	2
The school provides an interesting range of activities outside lessons.	22	41	23	3	11