

## **INSPECTION REPORT**

### **ST LAWRENCE C of E PRIMARY SCHOOL**

Rowhedge, Colchester

LEA area: Essex

Unique reference number: 115077

Headteacher: Mrs W Enguell

Reporting inspector: Mr R E Helliwell  
5535

Dates of inspection: 19<sup>th</sup> - 20<sup>th</sup> September 2000

Inspection number: 224636

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 controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Rectory Road Rowhedge Colchester
Postcode:	CO5 7HR
Telephone number:	01206 728517
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs M Andrew
Date of previous inspection:	20 <sup>th</sup> May 1996

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

### **INFORMATION ABOUT THE SCHOOL**

St Lawrence Church of England Primary School is in Rowhedge, a village to the south of Colchester on the banks of the River Colne. It caters for pupils aged 4+ to 11 years, who enter three times per year at the beginning of the term in which their fifth birthday occurs. Mainly, children come from Rowhedge, but about a fifth travel from the southern outskirts of Colchester. Families are spread across the social spectrum, with most being in employment and a small number coping with social stress. At entry, when considered as a whole, most children have levels of knowledge of speaking, reading and recognizing numbers expected for their ages. There is very little pupil turnover: the majority begins here and stays throughout primary school life. At the time of the inspection, 14 were at the 'Foundation Stage'<sup>1</sup>, in a mixed-age Reception and Year 1 class. There were 139 boys and girls altogether. It is a smaller-than-average sized school and is over subscribed: the number on roll has remained similar since 1996. Nearly all its pupils are of British heritage, and all speak English as their main language. Thirty-eight pupils are registered as having special educational needs: two have statements, because their needs are the most acute. Eight-and-a-half per cent of pupils are entitled to claim free school meals.

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

The school is very effective. Leadership and management are very good, and National Curriculum test results are well above average at the end of Key Stage 2. Pupils behave very well, their attitudes are positive and their personal development strong. There is a high proportion of good and very good teaching which results in most pupils making good progress, especially in the Foundation Stage and towards the end of Key Stage 2. Lower-than-average test results in 1999 and comparatively low standards of pupils' work at Key Stage 1 are improving. Since the previous inspection, there has been much improvement and this continues. Good value for money is given.

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

- National Curriculum test results at Key Stage 2 were very high, well above national averages<sup>2</sup> in 1999 and similarly high in 2000: they improved substantially at Key Stage 1 in 2000.
- Teaching in Years 5 and 6 is of a consistently high quality across many subjects, and at the Foundation Stage it is never less than good.
- The curriculum is suitably broad, very well balanced and provides interest, particularly at Key Stage 2: pupils' personal and social development are very strong.
- Standards in music are very good because of the excellent teaching in that subject.
- Pupils behave very well and attendance is well above the national average.

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

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<sup>1</sup> From September 2000, children are deemed to be in the Foundation Stage up to the age of 5+ - that is, prior to entering Key Stage 1 in Year 1. The Foundation Stage caters for children aged 3+ to 5+.

<sup>2</sup> National averages refer to the percentages of pupils nationally who achieve particular levels in English, mathematics and science in National Curriculum tests and teacher assessments at ages 7 and 11.

- Standards in pupils' work in writing and mathematics are not as high as they should be at the end of Key Stage 1 and the beginning of Key Stage 2.
- Standards in reading are below national expectations<sup>3</sup> at the beginning of Key Stage 2: they are below the standards achieved in National Curriculum tests in 2000.
- Standards in information and communication technology are below national expectations at the end of both key stages.

*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 May 1996. It has improved very much since then. Governors have increased their knowledge of the school and properly sorted out their meetings. National Curriculum test results have greatly improved at Key Stage 2 and are improving at Key Stage 1. Pupils' behaviour is now even better than before. As directed by the previous report, many policies are now in place and a good quality development plan has been written. The school is now better managed, there is more focus and direction to its work, and a greater sense of team work. Pupils' personal development is stronger, and assessment of their work and attainment is now much clearer and improving. Lesson plans have been improved, many pupils say they find learning more interesting now and have much more involvement in school life. Provision for information and communication technology has been enhanced by a new computer suite - since September 2000. Inspection shows that pupils' attainments are improving in that subject.

## 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	1998	1999	1999	
English	E	B	A	A*	well above average A above average B average C below average D well below average E
mathematics	E	B	A	A	
science	D	A	A	A	

At the time of inspection, national data were unavailable for 2000. However, the data held by the school show similar achievements for these subjects at Key Stage 2 as in 1999 when they were well above average. In 1999, end of Key Stage 1 results were in the lowest five per cent nationally. Data which the school has provided show that all attainments at Key Stage 1 improved substantially in 2000. For example, in reading, only 57 per cent of pupils reached the expected standard (Level 2) in 1999, but in 2000 90 per cent reached it.

However, this is still below average<sup>4</sup> because higher attainers fared less well than expected

<sup>3</sup> National expectations are those standards, laid out by Her Majesty's Government in the National Curriculum, which pupils are expected to achieve by a particular age.

<sup>4</sup> 'Average points' are used to compare national averages and similar schools. Each level is credited with rising numbers of points. For example, Level 1 = 9 points, Level 2a = 17 points and Level 3 = 21 points. Level 3 is that expected for pupils with higher attainment.



for their ages - most attaining Level 2 rather than Level 3. However, most did attain the standards predicted by their baseline assessments. Pupils' work at the end of Key Stage 1 and at the beginning of Key Stage 2 mirrors the low standards of the tests and indicates slower than average progress has been made over the preceding years. Better results at Key Stage 1 in 2000 were the result of staff changes and reorganization. Work at the end of Key Stage 2 mirrors the test results attained in 2000. At Key Stage 2 in 1999, compared with similar<sup>5</sup> schools, this one achieved results better than 95 per cent of them in English (A\* in the table). The school's targets for 2000 were for 48 per cent of pupils to attain Level 4 or better in English, and for 43 per cent to attain Level 4 or better in mathematics. These targets were all set too low. Targets set for 2001 are for 78 per cent to attain Level 4 or better in both mathematics and English: taking the quality of teaching into account, these targets also are set too low.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Nearly all pupils enjoy school: very many express satisfaction with it.
Behaviour, in and out of classrooms	Very good. Nearly all behave very well: the school is an orderly and very friendly community.
Personal development and relationships	Very good. Teachers and support staff know pupils very well and keep watchful eyes on their development. They establish good relationships with pupils and set them good examples.
Attendance	Excellent. Attendance is very much above national averages.

Children in the Foundation Stage settle into school quickly and become readily acquainted with routines. They are settled and confident. Pupils grow in confidence throughout and learn to make a contribution to the school's development through such participation as being members of the school council. Pupils accept responsibility well and most are willing to help with daily routines.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Mainly good or better, a little unsatisfactory

*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.*

Seventeen lessons were seen. On the whole, in English teaching was somewhat stronger than that for mathematics - although the unsatisfactory teaching seen occurred in English. Nevertheless, teaching of literacy and numeracy was more than satisfactory on the whole in

<sup>5</sup> Similar schools are those schools nationally with which this one is compared: they have similar proportions of pupils entitled to free school meals.

both subjects. In one lesson of English and one of music, teaching quality was excellent. Taken as a whole, 94 per cent of teaching was satisfactory or better, 6 per cent was unsatisfactory (in one lesson); 65 per cent was good or better, 35 per cent (one lesson in three) was very good or excellent. Teaching for children in the Foundation Stage was never less than good. Teaching at Key Stage 2 was of better quality than at Key Stage 1 on the whole, because of the very good quality towards the end of the key stage. Across the school, pupils make good progress: progress is good for children in the Foundation Stage, steady at Key Stage 1, slow at the beginning of Key Stage 2 and increasingly rapid in Years 5 and 6.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned, well balanced and enriched to make it interesting.
Provision for pupils with special educational needs	There is very good provision; pupils are assessed early and their needs met. Most pupils with special educational needs make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral, social and cultural development are provided for very well. Pupils respond very well and so their personal development is strong. These aspects contribute significantly to pupils' positive views of school and the 'family' ethos which exists.
How well the school cares for its pupils	A good system is now in place to assess pupils' attainments and monitor progress. It has not yet had time to be implemented fully. Assessment of test results is strong and used well: particular groups have been targeted for extra support. Pupils are well known and looked after. Care for them is very good.

The curriculum is very well planned, with a good curricular framework suitably enriched by a range of interesting visits and activities. Pupils speak well of their interest in and enjoyment of many lessons and their 'friendly' teachers. Procedures for monitoring attendance are particularly efficient and effective. A very strong feature is that many staff and all teachers know the children very well and keep a careful check on how they are feeling in school and about their lives outside.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very good. There is a good sense of team work and a clear focus on improvement. Headteacher, deputy head and senior team members all make useful contributions. The school was commended by the Secretary of State for being amongst the 100 most improved schools in 1999.
How well the governors fulfil their responsibilities	Governors have a good grasp of the school's work and of its strengths and weaknesses. Their financial planning is of good quality.
The school's evaluation of its performance	The school monitors its quality very well and takes action appropriately to bring about improvement. All aspects are suitably evaluated, including attendance, teaching quality and pupils' progress.
The strategic use of resources	There is very good use of resources. Care is taken to spend and use resources wisely to gain benefit for the children and to link spending to the school development plan.

Leadership has very much improved in recent years and resulted in clearer direction and sharper focus for the school's work. Staff members are a positive, mutually supportive and cohesive team. The head and governors are clearly aware of, and successfully employ, the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their child/ren like(s) school.</li> <li>• Their child/ren make(s) good progress.</li> <li>• They are comfortable in approaching the school with questions or a problem.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school helps children become mature and responsible.</li> <li>• Parents are able to say how the school has improved in recent years.</li> </ul>	<ul style="list-style-type: none"> <li>• Concern was expressed about the irregularity with which the homework policy is implemented.</li> </ul>

The inspection team agrees with the positive views expressed by parents. It also found evidence that homework was set irregularly and not consistently in line with the clear policy. If the policy is followed, inspectors judge that there is sufficient for pupils of these ages. The questionnaire shows that more than 50 per cent of those responding reported being very pleased with six aspects - the first six listed above. All other aspects, although a little less strong, nevertheless were supported on the whole.

## **PART B: COMMENTARY**

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

#### **National Curriculum test results at Key Stage 2 were very high, well above national averages in 1999 and similarly high in 2000: they improved substantially at Key Stage 1 in 2000**

1. Analysis of the school's National Curriculum test results at Key Stage 2 for 1999 and 2000 shows that they were very high by comparison with all schools nationally, and with similar schools. Results in English in 1999 were better than 95 per cent of schools with which this one is compared. English, mathematics and science National Curriculum test results were all well above expectations and similarly high in 2000. There has been a substantial improvement since 1997. Test results at the end of Key Stage 1, on the other hand, were very low in 1999. The results were below 95 per cent of all schools nationally in reading, writing and mathematics. They had declined substantially from 1997 until 1999.

2. Owing to careful monitoring of the results by the school over the years since 1998, and reorganising teaching as a result, matters have improved at Key Stage 1. In 2000, reading improved from 57 per cent of pupils reaching the expected Level 2 in 1999, to 90 per cent of them doing so in 2000. In writing, 90 per cent reached the expected Level 2 in 2000, when only 48 per cent had done so in 1999. In mathematics, there was improvement from 81 per cent gaining Level 2 to 95 per cent doing so. In reading and writing especially, the differences are so marked that, statistically, they are unlikely to be caused by variations between the two cohorts of pupils. The improvements came about because of staff vacancies and reorganization, targeting groups of pupils successfully to provide extra support, and demanding more of them (see comments in the section below entitled 'What Could be Improved').

3. In fact, teaching was reorganized for the academic year 1999-2000, when staff vacancies and movement occurred, enabling teachers to move to different year groups. Although results for reading, writing and mathematics are still below national expectations at the end of Key Stage 1 in 2000, they are no longer likely to be in the lowest five per cent of attainments nationally or when compared to similar schools. However, there were no national data available at inspection with which to make direct comparisons.

#### **Teaching in Years 5 and 6 is of a consistently high quality across many subjects, and in the Foundation Stage it is never less than good**

4. Eight out of 17 of the lessons seen were in Years 5 and 6. In none of these was teaching of less than good quality; in three lessons it was very good and in two it was excellent (in one lesson of English and one of music). Three out of the 17 lessons seen were in the Foundation Year: teaching in two was of good quality, and in the other was very good.

5. All this teaching is characterized by good quality planning, the very good relationships which the teachers establish and by the consistently high expectations for pupils' behaviour and work attitudes. Coupled with these aspects, the pupils are well known to the teachers, feel valued and so a positive ethos for learning results. Often, the lessons

have great interest for the pupils, because of the ways in which new information is presented and explained. At its best, teaching has pace, with good amounts of information; it is demanding and interesting; it often seeks pupils' involvement, and uses their ideas to enhance it. Moreover, it is often clear to the pupils what the points of the lessons are.

6. For example, in a 'Literacy Hour' lesson in Year 6, the pupils were successfully focused on the task by having the 'targets' for the lesson explained. They were to do with how writing sometimes imagines objects as people. Pupils of higher attainment were challenged whilst those with lower attainment were supported and pushed on. The teacher selected telling examples of 'personification' from the pupils' efforts - which served to encourage all to try hard. Perhaps the strongest aspect was the telling way in which the teacher provided comment on the pupils' efforts to give them clear examples of their successes to date, and illustrate the ways in which they might in future improve their efforts. The result was deep interest for all pupils and rapid rates of learning for all groups. In this lesson, nearly all the pupils demanded a chance at the end for their efforts to be read aloud and to receive further evaluation from the teacher. They did so because of the interest created by their new understanding of 'personification' and a wish to seek recognition for their efforts. This was excellent teaching.

7. In the Foundation Year, teaching is well planned, and well matched to the Foundation Stage. It is suitably challenging, and has consistently high expectations for children's behaviour. Moreover, it is well suited to children's ages because of the consistency of approach and supportive manner. Consequently, all are settled, work productively and try hard. For example, in English and science lessons, the work was properly modified for different groups, it was rich in information and built clearly upon accurate prior assessment of what the children could do. Added to these features, the teaching was of a good pace and effort was properly rewarded, which encouraged others to try hard; praise was well judged. The consistency with which children were directed and praised added to the feeling of security. All worked well, whether independently or under direct guidance from teacher and support staff.

8. In the very good quality science lesson in the Foundation Year, interest was very much heightened by a parent's help in bringing in her baby. The good quality of questioning by both teacher and parent got the children to think hard and respond well. They were enabled to make telling comparisons between their own and the baby's needs and demands. The presentation of the lesson and careful preparation by parent and teacher added to a sense of wonder as children developed their insights into needs of babies, young children and adults. This resulted in all keeping on task and learning at very rapid rates.

**The curriculum is suitably broad, very well balanced and provides interest, particularly at Key Stage 2: pupils' personal and social development are very strong**

9. The school has a good quality curricular framework that is well planned over short, medium and long term. Particularly for the Foundation Stage children and Years 5 and 6, the curriculum contains an interesting range of experiences and activities which enrich and give it meaning which is relevant to pupils' lives. This is brought about by teaching that is well planned to match the curriculum. Moreover, teaching is often matched well to different pupils' needs and so nearly all make good progress. Some strategies for teaching literacy and numeracy are particularly effective, because skills and knowledge are not taught in isolation but tied to examples in the pupils' lives, to visits to places of interest, or based on visitors and events. Pupils were able to give inspectors many examples of how their experiences interested them and how learning was often 'fun'.

10. Provision for pupils with special educational needs is good. It is well tailored to

assessment of their progress and often benefits from the support of other adults - which helps the good progress most of them make.

11. Opportunities within the school council are of further help in pupils gaining a sense of purpose in being at school. The whole is further enriched by very good provision for pupils' spiritual development. Experiences in music, assemblies and some English and science lessons, for example, provided a sense of awe and wonder at how feelings might be expressed, how different people might be affected by life's experiences, or how things change. Similarly, provision for pupils' moral development is very good and particularly well supported by teachers and the good examples of conduct set by visitors. Social development is a successful progression of different social experiences, including taking personal responsibility for self-selected tasks such as litter collection or becoming playground 'supporters' or members of the school council.

12. Provision for pupils' cultural development was criticized at the previous inspection. Now this is supported, for example by emphasizing different cultures in art, in ensuring displays reflect different customs and beliefs, by exposure to different forms of music and by visits to such places as the Royal Opera House. Consequently, this aspect is now well provided for. Taken as a whole, the curricular opportunities and provision for personal development are adding much to the positive 'ethos' of the school and the very favourable views of it which pupils have.

### **Standards in music are very good because of the excellent teaching in that subject**

13. Singing in assembly is of a good standard - often without accompaniment or following a tape recorder. Pupils sing well using correct phrasing and pitch relative to their ages. Teaching is provided on a part-time basis.

14. During the inspection, the standards of singing and instrumental work seen were very high. This was the result of excellent teaching. Pupils played using different parts and followed standard notations; in singing, they kept phrasing exact and pitch accurate, and performed with confidence and pleasure.

15. The teaching is very suitably demanding. It encourages pupils to make effort to attain the correct pitch; the pace of it is varied and interesting; it has the right amount of examples and guidance; it provides helpful advice based on previous attempts and demands - and gets - good quality pupil responses. Moreover, it is enjoyable. The very good relationships, consistently high expectations and very good quality instruction produce high standards of attainment and good rates of progress. All groups are challenged, corrected and encouraged and as a consequence try hard to succeed.

16. One lesson was used as preparation for the harvest festival. The brisk opening set it off well and quickly caught the pupils' interest. The teaching contained very good quality explanations and demonstrations of rhythms for the pupils to try to perform. Moreover, excellent planning and preparation meant that the teaching moved along at a good pace and held pupils' interests. Coupled with the very good technical quality of the teaching, relationships with pupils were excellent. Clear expectations were set for appropriate behaviour and effort. Pupils were thus prepared to try hard and enjoyed the success they had in using different patterns in their singing - many of them new experiences. Consequently, all pupils learned a lot. This was teaching at its very best.

### **Pupils behave very well and attendance is well above the national average**

17. Attendance is well above the national average: nearly all pupils arrive on time at the beginning of school. The attendance is monitored well and absences followed up quickly by

the administrative staff. The school is a relaxed, but very orderly, community. There is very little bullying behaviour, which all pupils know is unacceptable because of the hurt and offence to others. All staff support the pupils well; for example, kitchen staff prepare tempting break time snacks and lunch time supervisors are often engaged in worthwhile conversations with pupils. Behaviour in lessons is rarely less than good and often even better; nearly all pay attention well, make very good relationships with each other and their teachers, and try hard to understand others' viewpoints. During inspection, groups were seen talking to adults in relaxed but pleasant manners, discussing their daily lives. Pupils continue to behave well even on the very few occasions when lessons lack interest for them, but they then become restless and do not concentrate well.

18. Pupils say they like school, their teachers are friendly and children get on well together. This is underpinned by the good team work of staff and the strong leadership of headteacher, deputy headteacher and senior teacher. During the inspection, members of this senior management team were observed regularly affirming positive behaviour and reinforcing the school's values by taking interest in children's lives and personal successes.

## **WHAT COULD BE IMPROVED**

### **Standards in pupils' work in writing and mathematics are not as high as they should be at the end of Key Stage 1 and the beginning of Key Stage 2**

19. Results are below average because pupils with high prior attainment have not effectively been pushed on in the past, and so smaller than average numbers have achieved the higher Level 3 of which they are capable, and a high proportion has only just attained the expected level for their ages - Level 2. Work samples showed this. The school has plans in hand to provide 'booster' groups for these pupils in its present Year 2 and Year 3 groups.

20. During the inspection, pupils' work was scrutinized. At the beginning of the school year, pupils' work was not as good in Year 3 as it should be. These pupils were those whom were tested in 2000 in Year 2. Their present levels of attainment do not match the achievements at the end of Key Stage 1 in National Curriculum tests. Most of their writing is not as well structured as is usual for pupils of their ages. They are behind their peers nationally by about two terms. Fewer than 50 per cent are working at Level 2. Most of those with higher prior attainment do not achieve the higher Level 3 of which they are capable. They do not, for example, readily attempt the use of paragraphs, the range of writing is narrow and lacks originality and expression. Suitable adverbs and adjectives are often absent from their writing. Punctuation is often missed. Moreover, pupils have produced insufficient work in Year 3 since the beginning of term. The work sample did not show three weeks' productive effort. Their facility to speak, clearly seen in class, construct answers and to select vocabulary is well in advance of standards of their written work. Similarly, work in mathematics is, on the whole, below the standards expected for their ages - they do not handle and manipulate large enough numbers as encouraged in the Numeracy Strategy for work in Year 3.

21. Work in Year 2 is similarly below national expectations, especially for higher attainers. Pupils' writing in Year 2 shows levels mainly at the lower end of the range, indicating slower than average progress in Year 1, which they have just completed, especially for higher attaining pupils. This shows lack of demand in Year 1 and low expectations of the standards of their work. In number work similarly, pupils show a lack of confidence, insufficiently quick recall of number bonds to 20 and little emerging sense of place value.

22. In the present Year 3 and some parts of Year 4, pupils' work is not of the quality expected for their ages. Progress is slow at the outset of Key Stage 2 in Year 3 and parts of Year 4. Work in other parts of Year 4, in Year 5 and Year 6 shows marked improvement when compared with Year 3 and parts of Year 4. Some pupils' written work in Year 6 is expressive in its choice of imaginative vocabulary, strong in communication of sense and feeling, well structured and there is enough of it. Work in other parts of Year 4 and in Year 5 shows that most pupils are on course at least to attain national expectations by the end of the key stage and a few to exceed them.

23. It is early in the school year - and two teachers are new to dealing with the age range they teach. One taught previously in Year 1 and the other is newly qualified. For these reasons, the work samples may show a settling in period. Nevertheless, too little is expected of pupils' productivity, and challenge for higher attainers is often lacking. At present rates, Year 2 pupils are not on course to reach the required standards by the end of the key stage in mathematics and writing. Their use of vocabulary is restricted in writing and does not match their oral attainment: sentences are still simple and poorly constructed. In reading, a majority is on course to reach the level expected for their ages - Level 2, but few are on course to reach the higher Level 3. This is because they do not possess the full range of strategies advocated by the National Literacy Strategy to decode words and understanding meaning. For example, they do not readily divide words into syllables, and lack awareness of shapes and groups of letters. In Year 2, many pupils do not express themselves well and lack fluency. Their construction of most sentences is simple and without well selected adjectives and adverbs. They have little emerging grasp of the more complex forms of describing events and recounting stories.

24. The unsatisfactory teaching seen occurred in English at the beginning of Key Stage 2. The planning was of good quality, but somewhat low in expectation and did not follow the recommendations for word, sentence and text levels as set out in the National Literacy Strategy for term 1, Year 3. There was insufficient clarity in the teaching objectives. The teaching did not clearly demonstrate what the point of the lesson was and did not properly pursue and back up teaching points with suitable explanations and demonstrations. Consequently, pupils did not follow well, became confused and subsequently lost interest. During independent work, many showed a lack of concentration and were unproductive. No demands were made for them to complete work with sufficient speed and effort. There was insufficient of interest or information in this lesson. Such teaching would explain the lack of productivity seen in the work samples.



**Standards in reading are below national expectations at the beginning of Key Stage 2: they are below the standards achieved in National Curriculum tests in 2000**

25. In Year 3, pupils' reading is below the expected standards when considered as a whole. There is less facility than expected to use the range of reading strategies planned and pupils' fluency and expression are stilted. Pupils' grasp of meaning is not sufficiently refined and many are unable to understand the main points of texts, especially of non-fiction. In class, they sometimes lack concentration and effort in reading instructions and taking care to understand different written forms in their work and activities. Their understanding lacks a grasp of some important phonic aspects which are set out in the Key Stage 1 Programme of Study.

**Standards in information and communication technology are below national expectations at the end of both key stages**

26. Pupils' knowledge of information and communication technology is below national expectations, but is improving. Pupils' responses orally in class are close to what is expected, but their knowledge overall has several important gaps. Pupils in Year 5 have reasonably broad knowledge of word processing and can design posters using different fonts. They have some understanding of how to record information in graphs and know a little about the 'World Wide Web' and how information can be obtained through its use. However, pupils have little grasp of how programs are sets of instructions which produce what is seen on screen. They have little knowledge of how computers can assist them in handling data such as multiplication tables, or how to check records in, for example, science. Few of them have knowledge of how to control events such as a robot's movement, use temperature probes, capture digital images, measure temperature and light, or of how to store data on spreadsheets and make simple calculations using it.

27. Pupils in Year 1 are on course to attain national expectations. In a lesson, most knew how to operate a 'mouse', could use it to work a simple program and many could print simple sentences on the screen. Pupils in Year 2 were not so well on course. They did not show one year's progress when compared with their younger peers.

28. Teaching seen at inspection is better than this evidence shows. That seen was of satisfactory or good quality. Both lessons were well planned, gave at least good amounts of instruction and advice and, because all pupils had access to a computer in pairs, were suitably supported by 'hands on' experience. In the good teaching at Key Stage 2, pupils' interest remained high because the teaching was challenging and questioning was related to previous work. Consequently, all groups tried hard and made good progress. They clearly showed a dawning understanding of how information on the World Wide Web is useful, how it can be accessed and how it might be used.

29. However, when information and communication technology was discussed with pupils outside the classroom context, they were often hesitant and unsure. They revealed large gaps in their knowledge and could not recall having experience of the full range of the Programme of Study. They were unsure how computers might assist their spelling to improve, or their knowledge of numbers to expand, and of how tables, charts and graphs could be used to show their findings about temperature in science.

30. So it can be seen that pupils are making good progress in some lessons and beginning to fill the gaps in their knowledge and understanding. Nevertheless, pupils in Years 2 and 6 are not on course to attain the standards expected by the end of the key stages in this subject.

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

31. In order to continue the school's improvement, governors, headteacher and staff should:

- improve standards of pupils' work in writing and mathematics at the end of Key Stage 1 and the beginning of Key Stage 2 by:
  - using assessment data to target extra support for groups and individuals - especially higher attainers; (3, 19)
  - teachers demanding more of pupils in terms of the amount of work they are expected to do in a given time; (20, 23)
  - ensuring plans, particularly in numeracy and literacy, contain higher expectations, more clearly match national strategies and are followed thoroughly; (25)
  - ensuring that, in all lessons, pupils pay attention, remain interested, work productively and try hard;
  
- raise standards of reading further at the beginning of Key Stage 2 by:
  - providing more guided reading related to meaning in text; (25)
  - teaching the full range of reading skills more frequently; (23)
  - ensuring pupils make suitable effort to read the texts in class which apply to their work; (25)
  - ensuring there is proper teaching of progression in phonics in Year 1; (25)
  
- continue to improve standards of information and communication technology at the end of both key stages by:
  - teaching the full range of skills and knowledge within the information and communication technology Programme of Study; (26, 29)
  - linking information and communication technology more often to other work, such as English (for example, spellings and reading), and mathematics (for example, graphs, tables and data bases); (26, 29)
  - teaching how computers can be used to measure temperatures, take photographs and control moving models. (26)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	24	29	29	6	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)	NA	139
Number of full-time pupils eligible for free school meals	NA	12

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	NA	2
Number of pupils on the school's special educational needs register	NA	36

#### 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	12
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3
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
	2000	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	9	9	9
	Girls	10	10	10
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	90 (57)	90 (48)	90 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	8	9	7
	Girls	10	10	10
	Total	18	19	17
Percentage of pupils at NC level 2 or above	School	86 (61)	90 (76)	81 (71)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	11	11	13
	Girls	10	10	10
	Total	21	21	23
Percentage of pupils at NC level 4 or above	School	88 (95)	88 (89)	96 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	11	11	13
	Girls	10	10	10
	Total	21	21	23
Percentage of pupils at NC level 4 or above	School	88 (95)	88 (95)	96 (100)
	National	70 (68)	72 (69)	79 (75)

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	0
White	132
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22
Average class size	26

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

Total number of education support staff	4
Total aggregate hours worked per week	73

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year (forecast)	2000
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	£
Total income	346,848
Total expenditure	324,000
Expenditure per pupil	2,331
Balance brought forward from previous year	16,762
Balance carried forward to next year	39,610

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	78

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	5	0	0
My child is making good progress in school.	55	37	6	0	0
Behaviour in the school is good.	45	47	4	1	3
My child gets the right amount of work to do at home.	23	46	24	5	1
The teaching is good.	56	42	1	0	0
I am kept well informed about how my child is getting on.	47	42	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	3	1	1
The school expects my child to work hard and achieve his or her best.	59	37	3	1	0
The school works closely with parents.	50	42	6	0	1
The school is well led and managed.	67	32	0	0	1
The school is helping my child become mature and responsible.	56	40	4	0	0
The school provides an interesting range of activities outside lessons.	29	40	10	9	10