

INSPECTION REPORT

SOMERSET BRIDGE PRIMARY SCHOOL

Bridgwater, Somerset

LEA area: Somerset

Unique reference number: 123695

Headteacher: Mr R J Smithen

Reporting inspector: Mrs Ann Coughlan
21124

Dates of inspection: October 10th – 12th 2000

Inspection number: 225043

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:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Somerset Bridge Primary School Bridgewater Somerset
Postcode:	TA6 6LG
Telephone number:	01278 424006
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C J Lang
Date of previous inspection:	March 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than average with 152 girls and boys on roll. Most pupils come from the local residential area where there is a mixture of owner occupied and local authority housing. A few come from further afield. The school has identified 11.5 per cent of pupils as having special educational needs; this is below the national average. 3 pupils have a statement of special educational need. There are no pupils from ethnic minorities. The percentage of pupils eligible for free school meals at 10.8 per cent is below the national average but pupils come from a wide range of backgrounds. The school admits children at the beginning of the year in which they have their first birthday, initially on a part time basis. Most have experienced some pre-school provision. The children's attainments on entry vary but are average overall.

HOW GOOD THE SCHOOL IS

This is an effective school, with many good features, that meets its aims and prepares pupils for their next stage of education very well. Pupils make good progress and attain high standards by the time they leave at eleven years old. The headteacher, staff and governors have established a clear, common purpose that results in a lively, industrious and caring atmosphere. This promotes the pupils' interest in learning, very good relationships and personal development. The school provides sound value for money.

What the school does well

- Pupils attain high standards in English, mathematics and particularly in science because the school helps them to make good progress.
- The headteacher gives a strong lead on teaching and learning that promotes good quality teaching throughout the school.
- Teachers assess the progress of all pupils closely and use the information gained to provide work that leads to good achievement
- The pupils enjoy coming to school and are eager to learn because staff provide interesting work and promote their personal development very well.

What could be improved

- Standards in information technology are not as high as they should be since pupils do not have enough opportunities to develop their skills use computers across the curriculum.
- The governing body is not involved enough in determining the strategic development of the school as it has insufficient means for evaluating its strengths and weaknesses

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 developed well since its last inspection in March 1997. It has responded successfully to the weaknesses identified at that time. The headteacher and staff have agreed a good quality teaching and learning policy that has been instrumental in spreading good practice and providing consistency in teaching quality. The school has extended its monitoring of pupils' progress. The careful introduction of the national literacy and numeracy strategies has enhanced the good quality learning that was already taking place in these areas. The school has developed its partnership with parents through improved induction procedures for the under fives and a home school agreement. The school and governing body have persevered in trying to improve the inadequacies of the accommodation and the construction of new toilets is due in December of this year. Extension of the school grounds has improved facilities for outdoor physical education and is providing support for other areas of the curriculum through development of the school's Millennium Garden.

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
	1997	1998	1999	1999
English	A	C	A*	A*
Mathematics	B	B	A	A
Science	B	A	A	A*

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

These results show that the school is maintaining high standards overall and the work pupils were doing during the inspection confirmed this. The results for eleven year olds in 1999 are well above both the national average and the average for similar schools. The school is in the top five per cent for English nationally and for English and science when compared with similar schools. Owing to the small numbers of pupils taking the test there is some variation year on year. Over the last three years standards have risen in line with the national trend and the school has exceeded its targets for the tests in 2000. Pupils make good progress and attain at or above the expected level in all subjects except information technology where their achievement is unsatisfactory and standards are below those expected. By the end of the foundation stage children's attainment is close to the expectations of the early learning goals and above these in reading and personal development. At seven years of age, most pupils attain above average levels in English and about the national average in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: the pupils are attentive and concentrate well in lessons. They contribute confidently to discussions and respond well to a wide range of challenges.
Behaviour, in and out of classrooms	Good in lessons, assemblies and around the school. Pupils are courteous, friendly and responsible. No incidents of bullying or harassment were seen during the inspection.
Personal development and relationships	Very good: pupils can reflect on their own experiences and those of others. Their self-confidence increases and they develop greater independence in their learning. Older pupils help the younger ones.
Attendance	Good: overall attendance is above the national average but around 20 per cent of pupils take holidays during term time.

The good standards in pupils' attitudes and behaviour and their very good personal development contribute significantly to their high levels of achievement.

TEACHING AND LEARNING

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

In all lessons seen, teaching was at least satisfactory; it was good in over 45 per cent of lessons and very good in 30 per cent. The quality of teaching for Year 5 and Year 6 pupils in the top class is very good. The teaching of reading is effective and introduction of the literacy strategy has widened the range of both fiction and non-fiction texts pupils study. Pupils learn to write well for a wide variety of purposes. Teachers place good emphasis on helping pupils to develop good mental strategies in mathematics and investigative skills in science. The wide range of interesting activities, good questioning by teachers and the purposeful working atmosphere in most lessons encourage pupils to learn and find out things for themselves. The good teaching of pupils with a wide variety of special educational needs helps them overcome difficulties. However, both teaching and learning in information technology are unsatisfactory and pupils do not achieve the standards of which they are capable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall: the curriculum is broad, largely well balanced and relevant. Visits to places of interest, residential visits and good extra-curricular activities broaden the pupils' experiences and extend their understanding.
Provision for pupils with special educational needs	Good: early identification, the work designed especially for them and good assessment of their achievement enables these pupils to make good progress and participate in all school activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall: the strong values of trust and hard work, clear codes of behaviour and the good role models provided by staff help the pupils to develop a mature understanding of their moral and social responsibilities.
How well the school cares for its pupils	Satisfactory procedures for child protection and ensuring the welfare of pupils. Good monitoring of pupils' academic and personal progress.

- The school is not meeting the statutory requirements for the provision of information technology.
- There is good integration of a well thought out scheme for personal, social and health education.
- There is only limited provision of outdoor play facilities for children in the foundation stage.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the headteacher and senior staff strongly supports learning and high achievement. Good monitoring of curriculum development but less effective monitoring of teaching.

How well the governors fulfil their responsibilities	Governors do not have effective systems for informing themselves about the work of the school and this limits their ability to fulfil their responsibilities.
The school's evaluation of its performance	The school makes good use of national tests and assessments of pupils' progress to evaluate its performance and modify practice.
The strategic use of resources	Good use is made of most resources but the use of computers is inefficient and ineffective. There is a lack of clarity about long-term strategy and the cost of new developments.

Governors are very supportive and maintain very good relationships with staff thus making a strong contribution to the positive ethos of the school. They manage the annual budget prudently but do not evaluate the cost effectiveness of initiatives in relation to their effect on standards. They are beginning to apply the principles of best value appropriately but as yet the school does not sufficiently challenge itself about all aspects of its provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school and their behaviour is good • Teaching is good and teachers are approachable • The school expects children to work hard and to do their best so they make good progress • The school is well led and managed • The school helps children to become mature and responsible 	<ul style="list-style-type: none"> • The amount and consistency of homework • The range of activities outside lessons • Information about their children's progress

The inspection team endorses most of the parents' positive comments. However, aspects of the financial management of the school need strengthening. Although parents who responded to the questionnaire showed concern about homework, other parents at their meeting and those spoken to during the inspection were satisfied. The amount of homework given is similar to that of other primary schools and judged to be largely appropriate. In addition to the good range of extra-curricular opportunities in relation to its small size, the school makes effective use of the locality to broaden pupils' experiences, there are social events for pupils and parents and there is a biennial residential visit for older pupils. Parents are always welcome to discuss their children's progress with the class teacher or headteacher. Good information is provided for the parents of pupils with special educational needs. However, formal consultations for all pupils are arranged for the autumn and summer term only. The annual written reports to parents on their children's progress do not give any clear indication of how a child is performing in relation to national standards nor any specific targets for improvement. The school is considering ways to improve the quality of information in these reports.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in English, mathematics and particularly in science because the school helps them to make good progress.

1. Baseline assessments show that children on entry at four years old are attaining below the average for the local authority and that girls are performing better than boys. The inspection team judged that although there is a wide range of attainment on entry, overall it is average. National tests indicate that by the age of seven, girls are attaining above average levels and boys meet average levels in mathematics and reading and above average in writing. Results of national tests for eleven year old pupils over the last four years indicate that both boys and girls are attaining well above average standards and were also well above average when compared with similar schools in 1999. This represents good value added by the school from the pupils' standards on entry and also shows that the gender differences on entry have been overcome. Inspection evidence confirms these high standards and the good progress pupils make.
2. Work in science exemplifies this; common features are the clear learning objectives that teachers provide and the strong emphasis they place on first hand experience and keen observation. As a consequence, pupils develop good investigative and practical skills. Their depth of understanding is increased by good cross-curricular work especially in literacy, numeracy and art.
3. Pupils make a good start in the reception class through motivating practical activities. Good questioning by the teacher steered children towards the use of scientific language and concepts when investigating and comparing which fruits will roll best down a slope and why. The teacher encouraged the pupils to make predictions, then find out practically and attempt to explain their findings. The idea of a fair test was introduced by comparing what happened if the fruit was pushed or just let go.
4. From Year 1 to Year 3, pupils are given plenty of opportunity to develop skills of observation, classification and accurate recording through drawing and use of charts and tables. For example, younger pupils learn to sort fruit from vegetables, giving reasons for their choice. Older pupils reinforce and extend their knowledge of electrical circuits by introducing different materials to establish what will allow electricity to flow.
5. Year 4 and Year 5 pupils build on their skills and knowledge when they observe the behaviour of snails. They learn the importance of respect for living creatures and, with some help, begin to plan their own investigations into the sort of food snails prefer. The good quality interaction of teachers with the pupils provides effective role models for the appropriate use of scientific language and encourages discussion, so that pupils begin to modify their ideas as the investigation proceeds.
6. By the time pupils are in their last year, teachers challenge them to develop more sophisticated approaches to work in science. Pupils were able to construct simple hypotheses in relation to work on forces. The teacher provided good quality supporting materials and appropriate guidance that helped pupils to quickly plan their investigations. They showed a good awareness of fair testing and the need to repeat tests, as they measured the distance different toy cars travelled from the top of a slope. Pupils made good use of their mathematical skills in accurate measuring and by calculating averages. In another lesson, the teachers provision of well-structured work enabled pupils to develop a clear understanding of how light travels and they showed that they could draw conclusions consistent with the evidence from their investigations.
7. Scrutiny of work shows that pupils learn to write good accounts of their investigations, illustrating these with clearly labelled diagrams and well set out results. Pupils further extend their knowledge and skills in science during their residential visits in studies of quadrats of a forest floor, for example, and through investigations of insects and their larvae that involve a range of experimental and recording activities.

The strong lead on teaching and learning given by the headteacher promotes good quality teaching throughout the school

8. A clear aim of the headteacher is to provide the highest possible standards through a broad and balanced curriculum. He has steered the school to manage this effectively through careful introduction of the national literacy and numeracy strategies and by maintaining a sharp focus on other subjects through over-arching broad topics that provide relevance for pupils and increase their depth of understanding.
9. The school has successfully addressed a key issue from the last inspection to devise a teaching and learning policy to extend high quality teaching. Following discussions, the headteacher and staff have drawn up agreed statements on good teaching practice and on classroom organisation. These provide useful checklists for teachers and result in consistent good quality teaching across the school without detracting from individual style. There are no significant weaknesses in any aspect of teaching, no unsatisfactory teaching was observed in this inspection and the proportion of very good teaching has increased since the last inspection. The good pace of nearly all the lessons seen and the high expectations for good behaviour and application to the given tasks encourage pupils to make considerable effort and concentrate well so they achieve a lot in the time.
10. The headteacher provides a good role model in his own teaching and also by creating a purposeful working atmosphere with strong emphasis on good relationships and teamwork. He encourages teachers to provide a wide range of interesting challenges for pupils, based on much first hand experience, and to choose an approach and activities that fit the learning objectives. By regular discussions with subject co-ordinators he steers the development of the curriculum and teaching at an appropriate pace in all subjects except for information technology.
11. There is good teaching of basic literacy and numeracy skills. Teachers have maintained the previous good standards, while introducing national strategies appropriately, in ways that take good account of the mixed age groups and wide range of prior attainment in their classes. Literacy is used well across the curriculum and underpinned by a strong emphasis on listening and speaking skills in many lessons. Non-fiction work is frequently addressed through topic work; a good example was seen in guided work for Year 4 and Year 5 pupils. The pupils were learning how to extract information about snails from an encyclopaedia and then design their own page of information.
12. The school has some concerns about standards in writing, and is currently addressing these. However, teachers encourage pupils to write for a wide variety of purposes and help them to develop accurate spelling and punctuation. Pupils learn to refine their work and organise their ideas. By the time they leave the school they write sensitive poetry with well-chosen vocabulary and in prose work vary the beginning of sentences well. They learn to write accurate and well-sequenced accounts, reports and letters.
13. Through introduction of the numeracy strategy, teachers have sharpened their focus on oral work and the development of mental mathematical skills. Their own enthusiasm and enjoyment of this work encourages the pupils to participate well and improve their mental strategies. Teachers manage this part of the lesson well with good emphasis on mathematical vocabulary and improvement of speed of response. Their questioning is well directed to the different age groups and attainment levels within their class.
14. Another strong feature of the teaching is the encouragement of good observational skills. In art lessons teachers help pupils to learn to observe shape, colour and texture accurately. They use the work of significant artists skilfully to help pupils develop their own techniques. Delightful examples in all classes clearly chart the progress pupils make. Successful achievement in these lessons is largely owing to the good questioning of teachers and their provision of appropriate resources and good quality supporting materials. The development of these skills strongly supports learning in other subjects such as science, history and geography.

15. The headteacher is aware that strengthening the monitoring of teaching through a well-focused programme will further strengthen teaching and learning.

Teachers assess the progress of all pupils closely and use the information gained to provide work that leads to good achievement

16. Teachers and support staff know their pupils very well through many informal discussions as they have a keen interest in their progress. This knowledge is strengthened through good ongoing assessment in lessons and school procedures. Teachers use questioning effectively to assess the levels of pupils' understanding as they work, as in a lesson on forces for Year 5 and Year 6 pupils. Classroom assistants provide valuable support keeping notes on reading progress and, for example, evaluating Year 1 pupils' judgement in weighing.
17. The school has a good quality assessment policy that provides clear guidance for teachers thus encouraging consistency in practice. Through a range of national and school tests teachers track the progress of individuals as they move through the school. The school analyses the results of tests carefully to find out any weaknesses in individual progress or in a particular year group or key stage. For example, good analysis by the mathematics co-ordinator of performance in national tests over several years have indicated a weakness in data handling that needs to be addressed by more emphasis on scale in Key Stage 1 and interpretation of data throughout the school. Teachers use analysis of baseline assessment and other scores to group pupils appropriately in lessons. Assessment information is taken into consideration when judging when a pupil needs to stay in a class for two years and parents appreciate the individual care taken over this.
18. Early identification and good assessment of the progress made by pupils with special educational needs enables them to overcome learning difficulties and gain access to all areas of the curriculum. The class teacher and co-ordinator review the good quality individual education plans termly and these are supported by current teaching plans for each pupil. These are used well during support work with clear notes made on response and progress to guide planning of the next steps in learning
19. Pupils have individual portfolios containing samples of work from each term. These are attached to proformas that can be completed easily by teachers giving the context and the pupils' responses. The teacher adds a short comment and indicates any support needed or targets for further improvement. These are relevant to the individual and provide clear indications of their rate of progress. They also provide a useful basis for the annual written report to parents.
20. The school is currently installing computer software to assist with good record keeping and analysis. It is aware that making pupils and their parents more aware of targets for improvement would be helpful.

The pupils enjoy coming to school and are eager to learn because staff provide interesting work and promote their personal development very well.

21. The headteacher and staff have high expectations that pupils should work hard and do their best. They plan experiences to make learning challenging and exciting. The school creates an atmosphere that helps pupils to feel relaxed, confident and secure. The comprehensive programme of personal, social and health education is addressed well across the curriculum, for example during science, drama, religious education and in acts of collective worship. Teachers show pupils that their work is valued through the attractive way they display pupils' work and through assemblies where work is shared.
22. These factors evoke a positive and enthusiastic response from pupils. They are eager to show adults what they are doing and what they have achieved. Hard work, good concentration and a determination to improve are evident in all classes. They take pride in their work and present in a

well-organised and attractive way. The good and frequently very good attitudes to learning are a significant factor in the high standards achieved.

23. As they become older, pupils' developing interest in their learning enables them to work independently and in small groups with a minimum of supervision. Pupils in the top class show very mature attitudes. They select their own resources, settle quietly and work well on their own, they are well behaved and concentrate, taking considerable responsibility for own learning. They co-operate well during practical work in science, negotiating with each other over details. Their good collaboration is seen in work based on a Paul Klee painting indicating very high quality colour mixing and careful execution. When pupils are chosen to read out examples of their work or take part in demonstrations to illustrate place value, others comment constructively and in a pleasant and encouraging manner.
24. The school has strengthened its induction procedures since the last inspection and parents appreciate this. They feel that their children settle in quickly and that the children see the adults in school as their friends. The pleasant relaxed start to the school day when parents bring the children into the classroom, the teacher greets each child and the friendly relationships between the adults makes even the very youngest feel secure. The parents can leave without any upset and no time is wasted.
25. When they begin school many children find it hard to take turns or listen to others carefully. Through skilful management and firm but pleasant discipline the teacher helps the children to develop their attention and concentration levels, for example, when the class is sharing a big book. Calm, quiet instructions and good use of language by the teacher ensured very good progress in control and co-operation in a physical education lesson. This commitment of the teacher results in older reception pupils working well on their own, getting on and not misbehaving during group activities.
26. Pupils in Key Stage 1 build on this by playing a greater part in the organisation of their classrooms and activities. They follow instructions well and look after resources. For example, Year 1 and Year 2 pupils share books with each other, handling them carefully. There is often a positive buzz of activity as pupils work on a range of tasks.
27. Pupils make good contributions to lessons, eagerly answering questions and joining in discussions. They show respect for each other's ideas and achievements and realise they can learn from each other. This is seen in good co-operation in practical work when pupils in Year 4 compared the bold shapes and colours they used when compiling collages inspired by Matisse's 'The Snail'.
28. The very good relationships seen across the school between adults and pupils and among the children are an important factor in pupils' enjoyment and keenness to learn. Parents report that their children are confident to approach adults and older children. They confirm that their children enjoy coming to the school and try to do their best. They think the school promotes good attitudes to learning and respect for individuals. They are very pleased with the way their children's self-confidence grows as they move through the school.

WHAT COULD BE IMPROVED

Standards in information technology are not high enough as pupils have insufficient opportunities to make progress in either the necessary skills or the use of information technology across the curriculum

29. The standards pupils attain in information technology by the end of both key stages are well below those expected for their age and are not high enough when compared with the standards they achieve in other subjects. Pupils understand that computers and other systems respond to commands and even the younger pupils operate tape recorders and headphones successfully. However, from discussion with pupils from Year 2 to Year 6 it is clear that apart from some understanding of basic text manipulation their knowledge of the possibilities of information technology is very limited. Their skills in using computers are under developed.
30. The school has spent a considerable capital sum in providing up-to-date computers in each classroom with printers and a satisfactory range of software for basic information and communications technology needs. These resources are not yet used efficiently or effectively, as the school has not backed them up with a policy to guide teachers in using computers as a tool for learning. There is no scheme of work to ensure the progressive development of skills. There is a lack of equipment for teaching the monitoring strand in Key Stage 2. In three classes there is a health and safety issue with either the back of the equipment exposed or with insecure wiring. Monitors in two classes are not set at an appropriate height.
31. Inspectors saw very little teaching of information technology since in most lessons the computers were not in use at all. Pupils have hardly any opportunity to practise skills and increase their knowledge. There is no supporting material adjacent to the computers, no portfolios of work to provide an evidence base and no displays relating to information technology. Only very few examples of basic word processing were seen in pupils work. The school has not yet come to grips with teaching specific information technology skills or the way to use computers to support learning across the curriculum.
32. The subject co-ordinator is well aware of weaknesses in the teaching of information technology and has alerted the headteacher and staff of work needed to meet current requirements. However, she has neither received training to help her organise implementation of the programmes of study, nor has she been allocated time to monitor or support work in other classes.
33. The school has some plans to improve provision but these are not formulated or costed in detail. It has organised some training for next April to improve the competence and confidence of teachers but the limited nature of this training is unlikely to make much impact on school needs. Currently, the school is not meeting statutory requirements for the teaching of information technology.

The governing body is not involved enough in determining the strategic development of the school as it has insufficient means for evaluating its strengths and weaknesses

34. Governors support the school and through their good relationships with the headteacher and staff make a significant contribution to its positive ethos for learning. They have actively pursued improvements for toilet accommodation and overseen other work on the buildings and grounds. Although it is clear that they are very committed to the success of the school, they have not developed sufficient procedures to effectively monitor and evaluate its work. They do not have a clear strategic view of how the school needs to improve and the consequent financial implications.
35. Although the governing body evaluates test results, in other areas governors rely too heavily on the headteacher for information. The governing body do not act as a critical friend to the school by, for example, asking searching questions. There is no evidence of genuine debate or questioning in the minutes of meetings of the governing body, the headteacher's reports appear to be accepted without discussion. No reports from governors with particular interests are minuted. The governing body has not set targets for the headteacher or addressed performance management.

36. This lack of knowledge of the strengths and weaknesses of the school results in lack of clarity in strategic planning. The school prepares its annual budget prudently, the governing body approves this appropriately and monitors spending carefully. However, immediate needs drive the setting of the budget rather than this being placed in the context of a long-term financial plan. The different ways in which financial planning can be used to support school development and raise standards have not been fully explored. Governors and staff work together to compile the school development plan but this is short term and relates only to the year ahead. No costings or time budget are given and the criteria for the success of items within the plan are not sufficiently related to improving standards. There is no clear link between school development planning and the monies available to the school. Governors have not yet developed procedures to evaluate the cost effectiveness of spending decisions.
37. The recent audit report has highlighted some weaknesses in financial management such as the lack of costings in the school development plan, lack of a financial policy and insecure virement procedures.
38. Some principles of best value are in place. The governing body compares the school's performance in tests with national averages and similar schools and there is increased communication and consultation with parents. However, the school does not ask challenging questions about all aspects of its provision and does not always ensure it is getting best value for expenditure.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise further the standards of work and the good quality of provision apparent in many aspects of the school, the headteacher, staff and governors should:

1. Raise standards in information technology by:
 - developing a policy and scheme of work to guide teachers' planning and ensure full coverage of NC requirements; *** (para. 30)
 - ensuring sufficient time for pupils to develop their skills systematically in all aspects of the subject; (para. 31)
 - providing further training for teachers and support staff in order to increase their confidence and competence and by *** (para. 33)
 - providing a costed action plan for the development of the subject with suitable success criteria (para. 33)
2. Increase the involvement of the governing body with strategic planning for improvement by:
 - establishing a range of strategies to inform itself of the school's strengths and weaknesses; (para. 34)
 - developing a finance policy; (para. 37)
 - establishing clear procedures to link spending with raising standards (para 36) and by
 - developing procedures to evaluate the cost effectiveness of spending decisions (para. 36)

*** indicates items already under consideration by the school

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	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	45	25	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	152
Number of full-time pupils eligible for free school meals		

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	18

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	8	9	7
	Total	19	20	18
Percentage of pupils at NC level 2 or above	School	90	95	86
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	9	6	9
	Total	20	17	21
Percentage of pupils at NC level 2 or above	School	95	81	100
	National	82	86	87

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	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	9	8	9
	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	88	82	88
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	9	9	9
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	88	94	94
	National	68	69	75

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	152
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	23
Average class size	27.6

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	83

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	99/00
	£
Total income	290,832
Total expenditure	291,716
Expenditure per pupil	1919
Balance brought forward from previous year	4,911
Balance carried forward to next year	4,027

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	152
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	20	2	0	0
My child is making good progress in school.	57	37	3	0	3
Behaviour in the school is good.	59	39	0	0	2
My child gets the right amount of work to do at home.	17	55	18	5	5
The teaching is good.	61	38	0	0	2
I am kept well informed about how my child is getting on.	41	41	11	0	7
I would feel comfortable about approaching the school with questions or a problem.	50	40	10	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	41	43	15	0	2
The school is well led and managed.	60	37	2	0	2
The school is helping my child become mature and responsible.	55	38	3	0	3
The school provides an interesting range of activities outside lessons.	31	41	18	0	10