

# INSPECTION REPORT

## **St Nicholas at Wade CE Primary School**

St Nicholas at Wade, Birchington

LEA area: Kent

Unique reference number: 118698

Headteacher: Mr A J Taylor

Reporting inspector: Margaret Dickinson  
12373

Dates of inspection: 12 – 14 September 2000

Inspection number: 225045

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 – 11
Gender of pupils:	Mixed
School address:	Down Barton Road St Nicholas at Wade Kent
Postcode:	CT7 0PY
Telephone number:	01843 847253
Fax number:	01843 847253
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Hatfield
Date of previous inspection:	4 June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Nicholas at Wade CE Primary School, near Birchington, is of average size, with 211 pupils on roll. There are roughly equal numbers of girls and boys. No pupils are from ethnic minority groups or speak English as an additional language. When children first enter the school, at four, their attainment is above average. Just over a quarter of pupils have special educational needs, which is above average. There are very few pupils who are eligible for free school meals.

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

The school is very effective. As a result, pupils do well and achieve good results in the national tests at the end of both key stages. The school is led very well by the headteacher and deputy headteacher. The teachers create a caring yet challenging atmosphere where pupils are encouraged to do their best. The school gives very good value for money.

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

- The pupils reach high standards in English, mathematics and science by the time they leave the school because they are taught well and are expected to work hard;
- Pupils make a good start in Key Stage 1 in developing their literacy and numeracy skills because there is a good emphasis on these basic skills and they are taught well;
- The headteacher and deputy headteacher lead and manage the school very well and this contributes positively to the success of the school and to the pupils' standards;
- The school develops pupils' personal skills well, which means they are responsible and confident and they form very good relationships with all members of the school community.

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

- Pupils could be making more consistent progress during Key Stage 2 in writing and information and communication technology;
- The school's system for collecting information on pupils' standards as they move through the school is at a relatively early stage and not all teachers are using this information to full effect when planning what pupils will learn next;

*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 June 1996. Since then, standards have improved and test results have risen in line with national trends. The school exceeded the targets it set for the 2000 Key Stage 2 national tests in English and mathematics. Overall, there has been good improvement in tackling the key issues from the last report. The governing body has become more involved in monitoring the curriculum and the standards in the school, although there is still scope for further development. The arrangements for monitoring the quality of teaching are good and, as a result, teaching has improved significantly since the last inspection. None of the lessons sampled during the inspection was less than satisfactory and 37 per cent were very good. The head and deputy analyse test results in order to find out aspects that could be improved and subject co-ordinators are now beginning to have more involvement in this. The school has not made as much progress in deciding how to monitor the school development plan. This is mainly because the plan does not set out clearly enough what the school's priorities are, with details of how these will be addressed, financed and monitored, and over what time-scale.

## 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	A	A	B
mathematics	A*	A*	A	B
science	A	A	A	A

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

*Note: the grade A\* means that the school's performance is in the highest 5 per cent of schools nationally.*

- Key Stage 1 National Curriculum test results in 1999 were very high in reading and in the top 5 per cent of schools nationally. Over half the pupils exceeded the expected level for seven-year-olds. In writing and mathematics, pupils' results were well above average. The proportion of pupils reaching the expected level in the science assessments was also very high. The 2000 test results show that the high standards have been maintained although, at the time of the inspection, there were no available national figures for comparison.
- Over the last four years, the results at Key Stage 2 have improved at a similar rate as those nationally. The 1999 test results were well above average when the schools' performance is compared with other schools that, in 1995, achieved similar Key Stage 1 results to those of St Nicholas at Wade;
- The school exceeded the targets that it set for the 2000 Key Stage 2 results. There was marked improvement in the percentage of pupils gaining the higher level 5 in English in comparison with the previous two years, although this was mainly due to the high standards in reading as opposed to writing. For example, 21 per cent achieved level 5 in writing whereas 62 per cent achieved it in reading.
- In 1999, the proportion of pupils reaching the higher level 5 in English was above the national average but below the average of similar schools. Again, this was mainly due to the high standards in reading, with 47 per cent achieving level 5 in reading yet only 13 per cent in writing;
- The work seen by inspectors in the school shows that the standards are similar to those reflected by the national tests. However, given that writing standards at the end of Key Stage 1 have been consistently very high over the last four years, the school could expect more pupils to reach level 5 in writing by the end of the Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen learners and have positive attitudes to their learning and to school in general.
Behaviour, in and out of classrooms	Very good, both in class and when pupils are moving around the school or playground. No pupils have been excluded.
Personal development and relationships	Excellent. Pupils are mature and responsible and show respect. They relate extremely well to one another and to adults in the school.
Attendance	Well above average.

- Pupils' attitudes, values and behaviour are a strength of the school.

## TEACHING AND LEARNING

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

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

- The teaching in the sample of 19 lessons seen during the inspection was always satisfactory or better. It was very good in 37 per cent and good or better in 84 per cent;
- English and mathematics are taught very well. Lessons seen varied from satisfactory to very good but, in both subjects, the majority of lessons were good or better. Numeracy and literacy are taught well but, in a few English lessons, teachers set the same work for everybody, which means higher attaining pupils are doing work that is too easy for them;
- In the most effective lessons, teachers keep the lessons moving at a good pace and transmit their enthusiasm and commitment to the pupils. This encourages them to work hard and concentrate well; consequently, they achieve a lot in the lesson and their learning is effective;
- Pupils with special educational needs are supported very well. The learning support assistants provide sensitive help where necessary and encourage them to persevere with their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad curriculum, which is enriched by opportunities such as Adventure Week, extra curricular clubs and trips, including residential visits for the oldest pupils.
Provision for pupils with special educational needs	Good. Pupils are carefully monitored and their progress is well recorded. This helps them to make good progress and achieve good results.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school effectively promotes an ethos of caring for each other and working as a team, which has a positive impact on pupils' personal development. The opportunities to work in groups during lessons and sit with friends when having packed lunches make a positive contribution to developing pupils' social skills.
How well the school cares for its pupils	The school provides good care and support. The headteacher, teachers and non-teaching staff all know the pupils very well. They are quick to give pupils plenty of praise when this is due, which helps to build pupils' self-esteem. There are good procedures for child protection and health and safety.

The curriculum meets statutory requirements. The school makes sure there is a good balance across the different subjects. There is a detailed and well-structured scheme of work for science, which is contributing to the high standards in science. However, the school lacks a similar scheme for information and communication technology, which is one reason why pupils' progress is inconsistent in Key Stage 2. The co-ordinator is aware of this and there are plans to review the current planning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy headteacher give a clear lead. The co-ordinators lead their subjects well.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive and fulfil their statutory responsibilities. They are well informed by the headteacher and are beginning to make focused visits to observe specific aspects of the school's work.
The school's evaluation of its performance	Good. The school compares its results with national data and the performance of schools in similar circumstances. The headteacher monitors teaching systematically. Subject co-ordinators are beginning to analyse pupils' test results to look for areas that could be improved.
The strategic use of resources	Good. Special funding is used well. The additional funding allocated to learning support staff is effectively spent and is helping lower attaining pupils to make good progress. The substantial surplus funds are soon to be spent on a new information and communication technology suite and a refurbished staffroom.

- The strong leadership and management is evident in the effective way the staff work together as a supportive and committed team.
- The school applies the principles of best value satisfactorily.

## 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>• The family atmosphere in the school and the fact that their children form a strong bond with one another;</li> <li>• The children reach good standards and they enjoy achieving well;</li> <li>• The quality of the teaching is good;</li> <li>• It is a school where everyone is valued and there is a strong sense of team effort;</li> <li>• It is easy to approach the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The accommodation, including a more spacious school hall;</li> <li>• A few feel that instances of bullying could be dealt with more effectively;</li> </ul>

The inspection team agreed with the strengths the parents mentioned. The school hall is small for the number of pupils in the school. The school's bullying policy and the arrangements for dealing with instances of bullying were judged to be satisfactory.

## **PART B: COMMENTARY**

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

**The pupils reach high standards in English, mathematics and science by the time they leave the school because they are taught well and are expected to work hard.**

1. In the 1999 national tests at the end of Key Stage 2, pupils' results were well above the national averages for English, mathematics and science. The results in these three subjects have been consistently high over the last three years and, in 2000, pupils' performance was similarly high. The Year 6 pupils in 2000 were generally a more able year group and the number of pupils that reached the higher level 5 in each subject increased in comparison with previous years. Over half the year group attained level 5 in English and mathematics and almost three quarters gained the higher level in science.
2. By the time they reach Year 6, pupils have very well developed speaking and listening skills. Many pupils speak confidently and use good vocabulary when speaking and some are very articulate indeed. Reading standards are high and, during the inspection, when pupils were required to read in lessons, they showed very good standards. Reading activities are very well organised and pupils are expected to read a wide range of texts. In one Year 4 lesson, the reading material included historical stories, reference books and poetry. In this class, the higher attaining readers showed they understood themes and characters and most were able to predict what was likely to be the next event in the story. Many were able to name a wide range of authors and showed they have wide access to books at home. The importance of reading was clearly understood and all pupils enjoyed the session and clearly appreciated the value of reading.
3. Pupils in Year 6 produce a good amount of writing, and the pupils have experience of writing in a wide range of forms and styles. For example, their writing includes newspaper reports, narrative, letters, stories and poems and they have plenty of opportunity to write extended pieces of work. Pupils write confidently, using good vocabulary, complex sentences and accurate grammar. Many show in their writing that they are aware of grasping the reader's interest. For example, they include information which builds the characterisation, such as 'And by the determined grunts and pants coming from down the corridor, I guessed that whatever it was, it was not a happy monster'. In one lesson, the pupils worked as a class on a demanding task to reduce a mini-saga, 79 words in length, to exactly 50 words. The teacher questioned them carefully about their choices. This lesson made them think about being economic with words without detracting from the meaning and impact. By Year 5, pupils write expressively and in a way that captures the reader's attention. One wrote, for example, 'The massive passenger liner towered high above me...' and another wrote, 'It was the greatest day of my life when I was told our family was going on the maiden voyage of the Titanic'.
4. In a Year 3 English lesson, the teacher was very clear in her own mind what the pupils were to learn in that lesson and there were very good links with a recent science lesson as well as previous English lessons. This helped the pupils to make sense of their learning. The pupils were taught the importance of proof-reading, through the teacher making subtle, intentional errors when writing on the board. This motivated the pupils to concentrate extra carefully and they clearly enjoyed pointing out the teacher's 'mistakes'.
5. In two mathematics lessons observed during the inspection, both teachers made sure that the mental skills work moved along at a slick pace and this helped to keep pupils on their toes. In

Year 3, all pupils readily joined in the 'I'm thinking of a number' game and the teacher was successful in making the activity fun. This meant that the pupils were motivated and enthusiastic about their learning. In Year 6, the teacher used well-targeted questions to check pupils' knowledge of different angles. The lesson moved at a very challenging pace and this led to very good levels of learning. Having carried out a practical activity to show that the angles of a triangle added up to  $180^\circ$ , before long, pupils were able to quickly calculate the third angle of a triangle, given two.

6. In 1999 and 2000, all pupils reached at least the expected level in science at the end of Key Stage 2. One of the reasons why standards are high is because teachers have very good subject knowledge and they plan their lessons with great care to make sure activities are suitably demanding. Another factor that helps to raise standards is the detailed and well-structured scheme of work for science, which clearly sets out what each class will cover each year. Pupils were clearly challenged in one science lesson when they were learning the names of different body parts. They were proud that they had learned a lot of new terms, especially the Latin terms and, although this was new to them, several were already becoming confident using the Latin terminology. Some pupils were able to add more detailed information, such as the forehead being the strongest part of the skull because of having the greatest bone density. In a Year 5 lesson, the pupils learned a lot about reflection and refraction when the light from a bulb was projected onto a perspex screen to gauge where the reflection would appear and when the same principle was used to make a bulb 'appear' in a jamjar. The teacher used questions very skilfully to encourage the pupils to think as well as to check their understanding. They learned about refraction and used terms such as 'optical illusion' when considering how objects under water appear to be in a different place. During this lesson, the pupils clearly gained new understanding and they found the activities interesting and at the same time challenging.

**Pupils make a good start in Key Stage 1 in developing their literacy and numeracy skills because there is a good emphasis on these basic skills and they are taught well.**

7. Pupils' books in Key Stage 1 show a good emphasis on developing the basic skills of literacy and numeracy. In their writing, they make good progress as they move through the key stage in aspects such as spelling, grammar and punctuation. Even lower attaining pupils are spelling many simple words accurately by the end of Year 2 and many pupils use words such as 'and' and 'because' to extend their sentences. Higher attaining pupils use interesting turns of phrase when writing, such as, 'It ran here, there and everywhere in such a fright.' Pupils enjoy reading books and are given opportunities to read a good range of texts, individually in groups and as a class. In a Year 2 lesson, all pupils were captivated by the story of 'Elmer' and eagerly anticipated the build up towards the end of the story, when Elmer says 'Boo!' In a Year 1 English lesson, pupils sustained their level of concentration well, considering their age, and most were able to use their knowledge of names and sounds of letters to write a simple word and attempt to put it into a sentence. Pupils have regular opportunities to write through other subjects. For example, they record facts about the journey of a postcard or letter from when it is written to when it is delivered. In science, pupils write the results of their findings and higher attaining pupils write their own accounts of their science investigations independently.
8. In a mathematics lesson, pupils in Year 1 took part in a lively counting game to develop their understanding of more and less than..... Even at this early stage in the term, most were able to

calculate one less than a given number and the teacher made sure pupils had every chance of succeeding by giving those who could not manage it at first time to think. This was an effective way of building the pupils' confidence in calculating mentally.

9. In a Year 2 lesson, through a well-planned practical activity, pupils learned that non-standard measures were not an accurate way of measuring. The teacher asked good questions to draw out the pupils' thinking and establish ways in which the long carpet belonging to the king and queen could be measured. Pupils compared their strides with those of an adult and quickly learned that using a stride to measure was not as accurate as using a metre rule. By the end of the lesson, even at this early stage in the year, pupils were using a ruler with good levels of success and most could measure their own handspans in centimetres and record their results correctly. Pupils' awareness of measures and their use of number are much higher than is normally expected of pupils of this age.

**The headteacher and deputy headteacher lead and manage the school very well and this contributes positively to the success of the school and to the pupils' standards**

10. The headteacher has clear expectations that pupils in the school will do well and he and the deputy headteacher monitor the school's results closely. They meet frequently, both formally and informally, to discuss aspects of the school's work and there is a clear commitment to improving the school's provision and pupils' standards. A good example of this relates to information and communication technology; the headteacher and deputy have already recognised that this could be better provided for and that standards could be higher. Together with governors and the subject co-ordinator, they have made good headway in setting plans in motion for a dedicated ICT room for the pupils, which is due to be started this financial year. Another example of the good leadership is the improvement in the quality of teaching since the last inspection. The headteacher has set up a systematic programme for monitoring teaching, which has been effective. This involves the headteacher observing teachers and providing feedback, based on specific criteria that relate to good quality in teaching and learning. In addition, English and mathematics co-ordinators have monitored lessons and given the teachers feedback to further develop the quality of teaching in these two subjects.
11. There is a very strong sense of teamwork in the school and, whatever their role, all staff work very effectively together, with the pupils' needs and achievements at heart. Teachers are receptive to reviewing their practice, taking on board suggestions and sharing ideas with one another. The school is very well supported by parents and all those who responded to the questionnaire confirmed that the school expected the children to work hard and achieve their best. Similarly, all parents who responded agreed the school was led and managed effectively.

**The school develops pupils' personal skills well, which means they are responsible and confident and they form very good relationships with all members of the school community.**

12. Teachers and non-teaching staff treat pupils with respect and value their contributions. All staff work successfully as a team and set good role models for the pupils. This has a positive effect on the pupils' attitudes and means that the school is a happy, purposeful place in which to learn and grow. Parents who attended the parents' meeting before the inspection and those

who responded to the questionnaire felt strongly that the school helps pupils to become mature and responsible and this was very evident during the inspection.

13. Even though the very youngest children in the school had only spent two mornings in the school before the inspection, they settled quickly and happily to a cutting and sticking task. They talked to one another sensibly and were confident to ask their teacher or learning support assistant for help where this was needed. In Year 1, pupils showed good social skills when working independently in English. They were able to sustain their concentration for much longer than would normally be expected with this age-group so early in the term.
14. Pupils like coming to school and they are proud of their school. The oldest pupils talk confidently about aspects of school life; they enjoy reflecting on their school and express their opinions in a mature and thoughtful way. For example, pupils explained how they value the education they are receiving and feel the school is very good at welcoming new pupils. They liked the range of music and sporting clubs but were also confident to explain things they would like to see improved: for example, they felt there could be a wider range of clubs beyond these two areas. When asked how they would welcome any pupils from ethnic minority groups to the school, one pupil remarked how he would go to the library and do some research to find out all he could about the culture from where they came.
15. In all lessons observed, pupils related well to their teachers and to one another. Even though the inspection fell early in the school year, pupils were already warming to their teachers' individual ways and their sense of humour. Even the younger children showed they had quickly grasped the school routines and were ready to help with jobs around the classroom.

## **WHAT COULD BE IMPROVED**

### **Pupils could be making more consistent progress during Key Stage 2 in writing and information and communication technology (ICT).**

16. Standards are high in English at the end of Key Stage 2 but the proportion of pupils attaining the extended level 5 in writing could be higher. Pupils make very good progress in writing in some classes in Key Stage 2 but less progress in others. They achieve most in Years 3 and 6. In Year 3, pupils encounter a good range of styles and write for a variety of purposes. For example, in the space of half a term, their writing included narrative, reports, diaries, poetry, stories from imagination and book reviews. They wrote more extended work as well as shorter pieces. This shows a good balance and helps to keep the pupil interested in writing. Similarly, in Year 6 pupils experience a broad range of writing opportunities which helps them to make good progress.
17. In the middle two years, there is too much emphasis on repetitive exercises, such as handwriting, grammar and comprehension tasks, some of which are at a simple level given the prior attainment of the pupils. In Year 4, much of the pupils' writing falls into these categories and they do not have a wide enough range of writing tasks, including the chance to write extended pieces of work. In Year 5, higher attaining pupils spend time writing simple words as handwriting or spelling exercises. This is inappropriate when their standards in writing have already been assessed as well above average at the end of the previous year.
18. In ICT, pupils are working at appropriate standards for their age apart from the aspects that apply to using simulations to explore models. This is because the school does not have enough

resources to support this element of the programmes of study. However, pupils' progress during Key Stage 2 is not as assured as it could be and their experiences of ICT vary from year to year. One reason for this is that the school does not yet have a clearly structured scheme of work, linked to the appropriate resources, which shows teachers what should be taught in each year as pupils move through the school. The school has already identified ICT as an area for development but as yet there is no development plan to guide the co-ordinator and staff.

19. Early in the key stage, pupils use computers for word-processing, they program a 'turtle' to move in different directions and use an art program to generate designs. In Year 5, they are taught by the ICT co-ordinator and experience a much broader ICT curriculum. For example, last year they took part in a multi-media project based on the 'journey' of a potato, including planting, processing, purchasing and eating. Pupils visited a local farm to observe the process and ordered a sack of potatoes from a local supermarket by e-mail. They presented their work, incorporating text, pictures and sound at the supermarket. Pupils clearly gained a great deal from this project and recalled it with great enthusiasm. During the inspection, Year 5 pupils learned to use a digital camera. They made good headway importing their photographs into a word document and printing the results.

**The school's system for collecting information on pupils' standards as they move through the school is at a relatively early stage and not all teachers are using this information to full effect when planning what pupils will learn next**

20. The school has good systems in place for assessing pupils at set points during their school life, such as the early assessments carried out in children's first term of school, the key stage tests and the interim tests conducted at the end of each year. A good start has been made in collating the information the school holds on pupils' standards, using a computer program. Teachers meet to discuss the pupils in their class before they move on to the next year. However, teachers could make better use of the assessment information held by the school to make sure that the work they plan is suitably challenging for the differing abilities of the pupils in their class. For example, in one Year 2 English lesson, higher attaining pupils were producing a poster for Elmer's parade, which was well within their capabilities and more could have been expected of them. In some lessons during the inspection, all pupils were set the same tasks, which meant the work was too easy for some pupils. Older pupils state that they spend time covering work they have already covered previously and they do not find this interesting. Teachers could also use this information to set specific, short-term targets for individual pupils so that they know what they should focus on in order to improve their standards.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to continue the very good work of the school and raise standards even further, the headteacher and governing body should now address the following in their action plan:

- (1) Ensure that pupils make consistent progress in writing in Key Stage 2 by:
  - monitoring the progress that pupils of different abilities make in their writing as they move through the key stage;
  - disseminating the best practice that already exists in the school,
  - providing a broad range of writing tasks in each year in the key stage, including opportunities for extended writing;
  - planning work that builds upon that standards pupils have already reached at the end of the previous year.  
(paragraphs 16 & 17)
  
- (2) Improve pupils' progress in ICT during Key Stage 2 by:
  - developing a structured scheme of work, linked to national guidance that ensures full coverage of the National Curriculum programmes of study;\*
  - drawing up an ICT development plan to establish how provision will be improved, identify the training needs, and set out the time-scale and costs.  
(paragraphs 18 & 19)
  
- (3) Use the information from national assessments and teachers' assessments more effectively to ensure that what is planned for pupils builds upon their previous attainment levels and to identify short term targets to help pupils improve on an individual basis.  
(paragraph 20)

\* This has already been identified as an area for development by the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	12

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	37	47	16	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*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	211
Number of full-time pupils eligible for free school meals	3
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	57
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

	%
School data	3.8
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	14	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	16	15	16
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	100 (96)	97 (100)	100 (100)
	National	82 (74)	83 (80)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	16	16	16
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	100 (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	15	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	14	13	15
	Total	28	27	30
Percentage of pupils at NC level 4 or above	School	93 (85)	90 (92)	100 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	14	13	14
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	93 (85)	90 (88)	97 (96)
	National	68 (65)	69 (64)	75 (71)

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	182
Any other minority ethnic group	0

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.4
Average class size	30

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

Total number of education support staff	7
Total aggregate hours worked per week	109

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
	£
Total income	357,200
Total expenditure	329,061
Expenditure per pupil	1,621
Balance brought forward from previous year	16,703
Balance carried forward to next year	44,842

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	206
Number of questionnaires returned	109

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	1	1	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	63	36	1	0	0
My child gets the right amount of work to do at home.	49	39	11	0	1
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	61	39	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	22	1	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	69	30	1	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	70	29	0	0	1
The school provides an interesting range of activities outside lessons.	59	33	3	0	6