

# INSPECTION REPORT

## **BRESSINGHAM PRIMARY SCHOOL**

Diss

LEA area: Norfolk

Unique reference number: 120789

Headteacher: Mr A Huckle

Reporting inspector: John Messer  
15477

Dates of inspection: 4-5 December 2000

Inspection number: 225050

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: 5 to 11 years

Gender of pupils: Mixed

School address: School Road  
Bressingham  
Diss

Postcode: Norfolk  
IP22 2AR

Telephone number: 01379 687318

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Appropriate authority: The governing body

Name of chair of governors: Revd Rob Mellowship

Date of previous inspection: June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This village primary school has 102 pupils on roll and is smaller than most primary schools. The pupils are aged between four and eleven years old and are taught in four classes. There are more boys than girls overall and many more boys than girls in the first two classes. All are from white, English-speaking backgrounds. Around 23 per cent of pupils have been identified as having special educational needs which is broadly in line with the national average. Eight per cent of pupils are entitled to free school meals which is below the national average. Children's attainment on entry to the school is broadly average though the full range of ability is represented. The school is slightly smaller than at the time of the last inspection.

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

This is an effective school where standards are high in English and most pupils attain standards that meet the national expectations in mathematics and science. By the time they leave the school at the end of Year 6 pupils are well prepared to continue their education in the secondary phase. The quality of teaching is at least good throughout the school and in nearly a quarter of lessons it is very good. The leadership and management of the school is sound and the school provides good value for money.

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

- Standards in English exceed national expectations and pupils read and write confidently as a result of the good teaching of skills in reading and writing.
- The good and often very good teaching enables pupils to make good progress in their learning.
- Behaviour is good and pupils' positive attitudes to their work contribute to effective learning.
- Good relationships help to maintain strong teamwork, which involves parents, teachers, learning support assistants, pupils and governors, and this enhances the quality of learning.
- Good pastoral provision contributes to a secure learning environment within which personal development is fostered well.
- Provision for pupils with special educational needs is very good and these pupils make good progress across the curriculum.

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

- School development planning lacks clarity and is not sufficiently focused on raising standards and this impairs clear educational direction.
- The good quantity of data on pupils' attainment and progress is not collated and presented clearly enough to ensure that the information is used effectively to set appropriate targets and such data is not always used effectively to inform teachers' planning.
- Classroom accommodation is poor for half the pupils and this impedes teaching and learning, especially in practical activities.
- There is no outdoor play area for the under-fives.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the school was last inspected in June 1996, there have been improvements but several of the key issues raised in the last report have not been fully resolved. Schemes of work to guide teachers' planning have been introduced for all subjects but several have not been fully revised in the light of the new National Curriculum requirements for 2000. Standards in information and communication technology have improved but there is little evidence that computers are used sufficiently to support teaching and learning across the curriculum. The amount of teaching time in Key Stage 2 has been increased but is still slightly below the nationally recommended minimum. There is now more investigative, research-based work in science and mathematics. The standards that pupils attained at the time of the last inspection have been maintained and in information and communication technology they have improved. Provision for pupils' spiritual development has improved and there are now planned opportunities to promote spirituality. The quality of teaching has been sustained at a high level.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	A	B	B
mathematics	C	A	C	C
science	C	A	C	C

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

Statistical comparisons with other schools must be viewed with great caution because the characteristics of the small groups of pupils who take the tests each year vary. In some year groups there is a higher proportion of more able pupils than in others and in some there is a lesser or greater proportion of younger pupils. Inevitably this can lead to considerable fluctuations from year to year in the school's performance as measured by National Curriculum test results. By the end of Year 2 and again by the end of Year 6 pupils attain standards in English that exceed national expectations of seven and eleven-year-olds. Across the school pupils attain standards in reading and writing that are higher than would usually be expected given their prior levels of attainment. By the time pupils leave the school at the age of eleven, standards in mathematics, science and information and communication technology meet national expectations and are as high as might reasonably be expected. Standards in religious education are in line with the expectations described in the locally agreed syllabus. The improvement in the school's performance has kept pace with the rate of improvement nationally. The school set a target of 94 per cent for the proportion of eleven-year-old pupils who were expected to attain the national target of Level 4 in English and mathematics in 2000. The school failed to meet its targets, partly because they were unrealistically high and were not based on a sufficiently precise analysis of pupils' prior attainment. Good work was seen in reading and writing across the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes and are eager to learn. They concentrate well and are keen to succeed.
Behaviour, in and out of classrooms	Pupils are sensible and are able to work independently without direct supervision. They are well behaved in and around the school.
Personal development and relationships	Good relationships throughout the school help to promote effective learning. Pupils' personal development is fostered well and most are confident and self-assured.
Attendance	Good. pupils enjoy coming to school and lessons start punctually.

Pupils work well collaboratively. When given the opportunity, older and younger pupils work and play happily together.

## TEACHING AND LEARNING

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

Teaching is good throughout the school and there is a significant proportion of very good teaching. Teaching is good in 77 per cent of lessons and it is very good in 23 per cent. Teaching is good in English, mathematics and science. Teachers consistently use a calm, quiet approach to managing pupils' behaviour and the respect that they show pupils is a strong feature of the teaching. Teachers have good knowledge of the subjects they teach and basic skills in literacy and numeracy are taught well. Lessons proceed at a brisk pace and time is used effectively. Pupils with special educational needs are very well supported and they make good progress. The more able pupils are challenged appropriately and they attain high standards. Teachers, classroom assistants and voluntary helpers work well together as a team.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad and balanced curriculum is provided and it is enriched by an appropriate range of school visits and after school activities.
Provision for pupils with special educational needs	Very good provision is made for pupils with special educational needs. Learning support assistants have a major impact on promoting effective learning for these pupils
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Personal development is strongly promoted. Provision for moral, spiritual and social development is good and it is satisfactory for cultural development.
How well the school cares for its pupils	A caring ethos has been established within which pupils' learning flourishes.

The school promotes a strong partnership with parents. Parents provide good support and a significant number provide valuable assistance by helping in classrooms. Computers are not used enough to support teaching and learning across the curriculum. Pupils receive equal access to all elements of the curriculum. The curriculum that the school provides meets statutory requirements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is well supported by a strong contingent of teachers. He is pivotal in ensuring good teamwork and good pastoral provision and contributes to sound leadership and management.
How well the governors fulfil their responsibilities	Good. Governors are closely associated with the school and are well-informed about educational issues. They fulfil their responsibilities well.
The school's evaluation of its performance	The school collects a large amount of information concerning its performance but it does not always analyse the data effectively in



of its performance	order to clearly inform teachers' planning.
The strategic use of resources	Sound. Resources are for the most part used well but computers are not used enough.

The school development plan does not focus with sufficient clarity on how initiatives will raise standards. Classroom accommodation for half the pupils in the school is poor. The governing body considers the use of all financial allocations carefully and applies the principles of best value to its spending decisions.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• They would feel comfortable about approaching the school with questions or problems.</li> <li>• They believe that the school expects pupils to work hard and to do their best.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework that is set.</li> <li>• Information about how their children are getting on.</li> <li>• The range of out of school activities.</li> <li>• The working partnership with parents.</li> </ul>

The inspection team agrees with parents' positive comments. Inspection findings show that an appropriate amount of homework is set, that there is a satisfactory range of activities outside lessons, that information about pupils' progress is adequate and that the school fosters a good working partnership with parents.

## **PART B: COMMENTARY**

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

**Standards in English exceed national expectations and pupils read and write confidently as a result of the good teaching of skills in reading and writing.**

1. In the National Curriculum tests for seven-year-olds in 2000 the school's performance in reading and writing was well above national averages. This high level of performance has been maintained consistently over at least the past five years. In the National Curriculum tests for eleven-year-olds in 2000 the school's performance in English was above the national average both when compared with all schools and when compared with similar schools. Inspection findings are consistent with the test results; seven-year-old pupils read and write well and by the age of eleven pupils read a wide range of literature fluently and write at length.
2. There is a strong emphasis throughout the school on developing skills in reading and writing. Pupils enjoy reading and the youngest are eager to share books with adults. They enjoy listening to stories and use the themes as a basis for their own writing. They develop increasingly extensive vocabularies and are good at considering the most appropriate adjective or adverb to use for greatest effect. In the class for the youngest pupils they identify the rhyming words in the book, 'Pass the Jam, Jim' and use this as the basis for their own writing. In this class good foundations for future learning are laid. Pupils enjoy manipulating words and in Years 1 and 2 they invent short rhyming poems having studied such works as Michael Rosen's poem 'Don't'. They shriek with laughter as one child invents the line, 'Don't put fleas in the cheese.' In Years 3 and 4 pupils study similes and great hilarity is caused as pupils invent ingenious, though often disrespectful, similes to describe grandfathers and grandmothers. The humour that is generated helps to consolidate learning and develop great enthusiasm for language. Pupils in Years 5 and 6 apply the skills learned in literacy to other subjects. In religious education, for example, they use their good understanding of journalistic writing to write colourful newspaper reports about the birth of Jesus. Several use computers to create titles for the newspaper articles and understand that many titles use alliteration and a play on words to attract the attention of readers.
3. By the time they are seven years old most pupils have learned to read fluently. They read a great deal of fiction as well as some poetry and non-fiction. Most can name a number of their favourite authors and records show that they read regularly both at school and at home. Several seven-year-olds discussed J K Rowling's 'Harry Potter' books and showed a good understanding of the main themes in the stories. One was enjoying the humour in Alan Arlberg's 'Mrs Jolly's Joke Shop'. They discuss the characters in the stories and express clear preferences sensibly and knowledgeably. They visit the school library regularly and know how to use the classification system for research. By the age of eleven most pupils are confident readers and have read a wide range of fiction as well as a limited amount of non-fiction, such as 'Tarka the Otter'. One pupil was enjoying Philippa Pearce's 'Tom's Midnight Garden' whilst another was amused by Roald Dahl's 'The Twits'. Pupils have a good knowledge of children's literature. Many visit the town library regularly and use it to collect books for school project work. The pupils well developed reading and writing skills help them to succeed in other areas of the curriculum.
4. Teachers have good knowledge of the English and they share their enthusiasm with pupils. They maintain high expectations of pupils' performance and pupils rise to the challenges set. The consistently good teaching contributes to the high standards that pupils attain.

**The good and often very good teaching enables pupils to make good progress in their learning.**

5. One strong feature of the good teaching is the respect that teachers show towards the pupils. This is a consistent element in the high quality teaching. It results in a reciprocation of regard and contributes to the good relationships that have been established between pupils and teachers. In the class for the youngest pupils, a serious approach is generated by the

teacher's quiet emphasis on courteous exchanges between all in the classroom. In the class for pupils in Years 1 and 2 a small hand-bell tinkles quietly and at this signal pupils respond immediately by putting down their work as they prepare themselves to listen to the teacher. In the class for pupils in Years 3 and 4 great emphasis is placed on valuing the contribution that pupils make to discussion and each contribution is accepted with great sensitivity. This encourages pupils to take a full part in discussions in the sure knowledge that, even though their response to the teacher's challenging questions might be wrong it will, nevertheless, be treated with respect and will be evaluated seriously. In the class for the oldest pupils this courteous approach is extended further and a brief shocked silence greets any inappropriate behaviour. The teachers share a consistently firm approach to learning but this is laced with good humour. The laughter helps pupils to feel comfortable and secure in their learning.

6. Teachers maintain high expectations of pupils' performance and behaviour. In the class for the youngest children pupils are expected to produce Christmas paper which has neatly presented, printed designs with a repeating pattern in gold and silver. Children rise to the challenge and produce good work. In this lesson the pupils study Henri Matisse's 'Blue Nude' and create their own dramatic images of Christmas angels that have been inspired by the work of Matisse. The pupils are so involved in responding to the challenging task which has been set that behaviour is simply not an issue. They use their knowledge of mathematics to join two equilateral triangles to make six pointed stars on the background of their designs. In this classroom strange noises come from the cave, decorated with ancient paintings, as a small group of pupils experiment with a tape recorder.
7. Teachers organise classrooms well to create effective learning environments. In the class for six and seven-year-old pupils, each day starts with a short concentrated session devoted to extending literacy skills. In this session the teacher, classroom assistants and voluntary helpers join forces to provide a rich learning environment for all pupils. The range of ability in this class is exceptional. One boy knows that there are 636 pages in the latest Harry Potter book and that he is on page 47 whilst another struggles to read the word 'what'. The teacher takes groups of higher-attaining pupils to explore a carefully selected book together. They each have a copy of the book, which they read section by section. They pause at appropriate points to explore the text and to comment on the writer's use of adjectives. The classroom assistants support the lower-attaining pupils and use reading material that matches their needs. Voluntary helpers share books with individual pupils while others work on language exercises from workbooks. This first session in the day is a hive of activity where pupils are all purposefully engaged in purposeful and productive activities that result in highly effective learning for all. In these lessons all participants are clear about their distinctive roles and the session proceeds smoothly.
8. In the class for Years 3 and 4 the teacher's detailed planning and exhaustive preparation result in very effective learning opportunities for pupils. Here the pace of lessons is brisk and pupils are fully aware of the teacher's expectations. Lesson objectives are written on the board and are shared with pupils so that they are aware of the purpose of the lesson. This helps them to understand the reason for the tasks they are required to complete. The lessons are so well prepared that pupils are provided with learning packs that are designed specifically to meet the learning needs of each group of pupils. An example of very good teaching occurred in a lesson on mathematics where the main focus was to understand how to create tally charts and how to distinguish between these and frequency tables. The pupils were required to taste a range of flavoured crisps before voting on their preferred choice. This immediately added appeal and excitement to the lesson. The data that resulted from the survey was used effectively to illustrate tally charts and frequency tables. A considerable element of fun helped to sustain interest and maintain enthusiasm for learning. Lessons conclude with a good review session where the teacher and the pupils explore their degree of success in reaching the learning objectives that were shared at the beginning of the lesson. Lessons are generally successful in enabling pupils to succeed and the knowledge of their success helps to sustain high levels of motivation.
9. In the classes for pupils in Years 5 and 6 exceptionally good teaching was seen in a science lesson. Here relationships were of the highest order and the teacher's sensitive approach to pupils' learning needs contributed strongly to the good progress that pupils made. In this

science lesson on friction and forces the teacher's very good questioning strategies challenged pupils' thinking and helped to sort out their ideas. They quickly understood, partly as a result of previous learning, that only one variable could change if the test they were conducting was to be fair. Pupils were skilfully led towards using their initiative to set up an experiment to determine which shoe might be best to wear on an icy playground. It was not long before pupils were measuring the inclination of slopes, sliding shoes down ramps and pulling shoes over horizontal surfaces with force-meters. They carefully recorded their results and concluded that certain shoes were more effective than others. They went further and presented hypotheses as to why the tread on certain shoes might be more effective than the tread on others. The depth of tread and the plasticity of the material were both cited as possible reasons for greater grip. Pupils gained a clear understanding that friction is a force that slows movement.

**Behaviour is good and pupils' positive attitudes to their work contribute to effective learning.**

10. Pupils are well behaved. They work quietly and partners often discuss their work sensibly in undertones as they collaborate in composing a poem or in planning an experiment. They enjoy learning and most have developed a serious approach to their studies. They are good at working together in groups and they also work well on individual tasks. In the class for the youngest pupils children are trained not to interrupt the teacher if she is busily engaged with a group but to select alternative work if they are stuck on an activity and require assistance to move forward. In one lesson a large group of pupils in Years 5 and 6 were working unsupervised, at times in silence, as they sketched a bicycle in the school hall. At intervals the teacher, who was engaged in supervising practical scientific experiments, popped in to assess progress and found pupils working with great concentration. Pupils move about the school in an orderly fashion. In the playground they play happily together and on occasions older pupils play imaginative games sensibly with the youngest children. At lunchtimes pupils mix together amicably in the dining hall and the older and younger pupils talk happily with each other.

**Good relationships help to maintain strong teamwork, which involves parents, teachers, learning support assistants, pupils and governors, and this enhances the quality of learning.**

11. There is an openness about the school that encourages all those who might be able to assist in supporting a rich learning environment to become involved. Teachers work well together as a team and share a common philosophy of how pupils learn best. This contributes greatly to the consistency of approach that has been established from the reception class to Year 6. The headteacher is pivotal in exerting a gentle influence that promotes the good relationships which help to generate productive teamwork. Parents are greatly appreciative of the school's efforts to maintain high standards and assist wherever possible in supporting the school's endeavours. Learning support assistants are becoming increasingly skilled and work in close association with teachers. Governors help in classrooms alongside other voluntary helpers and also visit classrooms to gain a deeper understanding of the teaching and learning process so that they feel better informed when making decisions about school issues. The school secretary makes a major contribution to the school. She ensures that the office is run efficiently, she answers to the needs of teachers, parents, governors and pupils and takes an active part in organising school musical productions, writing the music and assisting with rehearsals. Pupils are well aware of the strength of support that the school receives and this helps them to understand the importance of their key role in improving the school's performance.

**Good pastoral leadership contributes to a secure learning environment within which personal development is fostered well.**

12. Great care is taken in all dealings with pupils. A gentle, supportive approach has been established and this helps pupils to feel secure and confident in their learning. Pupils' self-esteem is fostered and pupils are encouraged to succeed. The emphasis on praise and the positive re-enforcement of good patterns of behaviour is successful in promoting an orderly community. Teachers and support assistants are generous in their praise and are equally reluctant to criticise without suggesting possibilities to improve performance. The school has established an ethos that is rooted in a commitment to maintaining high levels of pastoral care. Parents are greatly appreciative of the high levels of care in the school. They confirm that staff go to great lengths to ensure that pupils feel happy and secure and that any minor incidents or personal problems that pupils might encounter are dealt with swiftly and sensitively. High expectations of pupils' ability to take responsibility around the school contribute to good levels of self-esteem. After assemblies, for example, pupils clear away the chairs and benches without having to be asked and during assembly they participate fully. One pupil, of his own volition, spoke to the whole school about the 'Blue Peter' appeal and volunteered to collect used stamps from all in the school and be responsible for sending them all off. Pupils feel secure in this learning environment that fosters their personal development and helps them to feel confident in their abilities and to be self-assured. It helps them to commence their studies in the secondary phase confidently.
13. Provision for pupils with special educational needs is very good and these pupils make good progress across the curriculum.
14. Provision for pupils with special educational needs are supported well and this support helps them to make good progress. Pupils who need extra learning support are identified quickly. Their particular learning needs are analysed and a plan is produced to address their needs. The co-ordinator for special educational needs keeps careful records and ensures that the individual education plans include precise targets to help these pupils to progress, step by step, towards their learning goals. Parents are kept informed and are involved in supporting pupils' learning.
15. Learning support staff make a major contribution to the very good provision for these pupils. One highly skilled specialist teaches pupils in small groups that are withdrawn from their regular class. The planned programme that the support assistant follows has been devised after close consultation with the class teacher and takes place at a time during which the rest of the class are following parallel activities. This ensures that pupils do not miss essential part of the curriculum when they are withdrawn. This provision is complemented by high levels of support in class where support assistants work alongside pupils to enable them to complete the tasks they are set successfully.
16. The groups that are withdrawn work quietly and purposefully and enjoy the extra attention they receive. Pupils show an exceptional knowledge of the technicalities of language in these sessions. They understand fully what is meant by a 'split digraph' and use the word appropriately. They remember the terms 'suffix' and 'prefix' and use the terms accurately when describing the alterations made in verbs when they change tense. The teaching pupils receive when withdrawn for special sessions is very good. High expectations of pupils' performance are maintained and pupils rise to the challenges set. Careful records are kept and progress is monitored day by day. Liaison with the class teacher is highly developed and information on the pupils' response to lessons and details of progress made are transmitted regularly to the teachers so that they can design further learning plans to suit individual learning needs. The well-developed systems help to maintain the school's overall performance and help to sustain high levels of self-esteem among the lower attaining pupils.

## **WHAT COULD BE IMPROVED**

**School development planning lacks clarity and is not sufficiently focused on raising standards and this impairs clear educational direction.**

17. The school development and improvement plan is produced by the headteacher after consultation with teaching staff. A great deal of discussion takes place informally on the plan and its success but the results of the discussions are not always captured in written form. The plan includes who is responsible for the action required to bring about improvements, the financial implications of initiatives, a time bound completion date for each initiative and success criteria. It does not include details of how progress towards the objectives will be monitored. Objectives are not always clear. The success criteria do not focus on how an evaluation will be made on the effect that the action has had on raising standards or on how the quality of education for pupils has been improved. The plan for science, for example, indicates that success will be evaluated in terms of whether clear planning is in place and whether resources are adequate rather than to what extent the action has had an impact on pupils' learning and their attainment and progress. The format of the plan makes it difficult to access and it is not clear how the most pressing needs of the school are identified. Governors are not closely involved in assisting to produce the plan. The school development plan is not an effective management tool that clearly helps to focus resources on developing those areas of the curriculum that are most in need of development. It does not contribute sufficiently to giving teachers, support staff, governors and parents a clear view of the school's educational direction.

**The good quantity of data on pupils' attainment and progress is not collated and presented clearly enough to ensure that the information is used effectively to set appropriate targets for pupils and to inform teachers' planning.**

18. A great deal of information on pupils' attainment is collected as a result of tests and assessments. The school acknowledges the difficulty of managing the data that results and organising it in a way that shows clearly where strengths and weaknesses lie. The school has begun to develop systems for monitoring and tracking the performance of each pupil from attainment on entry onwards. The school has not as yet devised a system that collates information on each child and presents it clearly in order to help teachers identify precisely each pupils' learning needs. Test results are analysed carefully and a picture that shows areas for development is produced. There is, however, no overall strategy for ensuring that the series of pictures produced are organised into a coherent whole school picture within which the learning needs of individual pupils can be identified. Without such a system precise target setting for individuals is difficult and it is difficult for the school to set appropriate overall targets for improving its performance.

**Classroom accommodation is poor for half the classes and this impedes teaching and learning, especially in practical activities, and there is no outdoor play area for the under-fives.**

19. Half the classes are accommodated in temporary hutted accommodation. These classrooms are small, poorly heated, poorly ventilated and poorly insulated. Movement of pupils and teachers around these classrooms is restricted by lack of space. In practical lessons the rooms seem especially crowded and it is particularly difficult for the teacher to circulate and assist pupils in their group learning tasks. This was evident in a design and technology lesson for a class of thirty-two pupils which involved the use of glue guns. The teacher ensured safe practices were adhered to and had trained the pupils to take great care but the cramped conditions restricted movement around the room. The teachers manage the available space very well. The classrooms incorporate well organised computer areas, book corners and practical areas but the potential for organising a highly effective classroom that promotes active learning is severely limited by lack of space. In one class all the pupils sit on the carpet in the reading area to listen to poems or to listen to explanations. Here it is almost impossible for each child to sit comfortably when listening to the teacher. Pupils

behave very well but they are squeezed together. These classrooms are not conducive to the creation of a high quality learning environment.

20. A great deal of time and effort has been put into developing the area around the school as an interesting learning resource. The school council has advised sensibly on the type of playground markings that pupils in the school would find interesting and helpful. There is, however, no outside area for the youngest children to develop physical skills and imaginative play. There are no wheeled vehicles, marked roadways and no large climbing apparatus.

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

21. In order to improve standards further the headteacher, staff and governing body should:

- (1) Review school development planning so that areas for improvement are clearly identified and action plans are produced that focus on improving standards. (paragraph 17)
- (2) Develop systems for analysing data gathered on pupils' performance so that it clearly reveals areas of strength as well as areas for improvement and can be used to inform teachers' planning, set individual targets and whole school targets for improvement. (paragraph 18)
- (3) Rigorously pursue schemes to improve classroom accommodation and develop an appropriate outdoor activity area for the youngest children. (paragraphs 19, 20)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	77	0	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	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	102
Number of full-time pupils eligible for free school meals	8
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	13
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	3
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.7

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	9	8	9
	Total	16	14	16
Percentage of pupils at NC level 2 or above	School	100 (94)	88 (89)	100 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	8	9	9
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	94 (94)	100 (94)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	5	8	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	4	7
	Total	11	9	12
Percentage of pupils at NC level 4 or above	School	85 (94)	69 (94)	92 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	7	5	7
	Total	12	10	12
Percentage of pupils at NC level 4 or above	School	92 (94)	77 (100)	92 (100)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	93
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)	5
Number of pupils per qualified teacher	20.4
Average class size	25.5

**Education support staff: YR– Y6**

Total number of education support staff	5
Total aggregate hours worked per week	99

*FTE means full-time equivalent.*

**Financial information**

Financial year	1999-2000
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	£
Total income	227661
Total expenditure	215651
Expenditure per pupil	1961
Balance brought forward from previous year	12492
Balance carried forward to next year	24502

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	23	3	2	0
My child is making good progress in school.	60	32	3	3	2
Behaviour in the school is good.	50	42	5	3	0
My child gets the right amount of work to do at home.	43	38	12	5	2
The teaching is good.	63	28	2	0	7
I am kept well informed about how my child is getting on.	32	43	15	10	0
I would feel comfortable about approaching the school with questions or a problem.	72	23	3	2	0
The school expects my child to work hard and achieve his or her best.	63	30	3	0	3
The school works closely with parents.	37	40	15	5	3
The school is well led and managed.	57	37	5	0	2
The school is helping my child become mature and responsible.	55	37	2	3	3
The school provides an interesting range of activities outside lessons.	37	38	20	5	0

### Other issues raised by parents

A minority of parents expressed the view that homework causes unnecessary pressure and that national initiatives to raise standards further create anxiety for pupils.