

INSPECTION REPORT

**WEMBDON ST GEORGE C of E VC PRIMARY
SCHOOL**

Wembdon

Bridgwater

LEA area: Somerset

Unique reference number: 123825

Headteacher: Mr D N Hatrey

Reporting inspector: Mrs J M Hooper
15334

Dates of inspection: 18th – 20th September 2000

Inspection number: 225229

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:	Brantwood Road Wembdon Bridgwater
Postcode:	TA6 7PS
Telephone number:	01278 451726
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Appropriate authority:	Governing body
Name of chair of governors:	Mr A Cannell
Date of previous inspection:	May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large primary school situated in a modern housing estate in the village of Wembdon, just outside the town of Bridgwater. It serves the village but there are a significant number of pupils who attend from outside the immediate area, whose parents have chosen to send them to the school. The school is part of the Bridgwater Educational Action Zone, which will be working with families to raise standards across the Bridgwater area. The school caters for boys and girls aged between four and 11 years old and at the time of the inspection 43 of the children were under five and attending part-time. There are 305 pupils on roll in ten classes, which is almost the same as at the last inspection held in May 1997. Most of the children when they start school have had some pre-school education. They come from a wide range of backgrounds and have had many different experiences, but overall, their attainment on entry is slightly below the national average. The school has a high number of pupils moving from and to the school other than at the normal times, which makes it difficult to produce accurate school targets for attainment of 11 year olds in the national tests. The school has identified 77 pupils as having special educational needs, which, as a percentage of the total number of pupils in the school, is much the same as the national figure, as is the percentage of pupils with statements of special educational need. The school is committed to admitting pupils with physical disabilities into the school and has good resources to cater for them. Just over thirteen per cent of pupils are eligible for free school meals, which is slightly below that nationally. All pupils are white and speak English as their first language.

HOW GOOD THE SCHOOL IS

Wembdon C of E VC Primary School is a popular school promoting strong Christian values. It provides a safe and friendly environment that strongly supports learning. Teaching overall is good and often very good. This has a significant impact on pupils' learning and has contributed greatly to the steady rise in standards throughout the school over the last two years. By the time they leave the school, many pupils are achieving standards in English, mathematics and science which are well above those expected for 11 year olds nationally. The school provides very well for the pupils' personal development. Pupils enjoy being at school, are well-behaved and very eager to learn. Very good relationships exist between pupils and with staff. Parents are very supportive of the school. The recently appointed headteacher provides very effective leadership and has the full support of the staff and governors in the aim of raising standards. He is committed to creating a team spirit within the school where all members of staff feel valued. The school gives good value for money.

What the school does well

- Overall, teaching is good and often very good and this has a very significant impact on pupils' learning, contributing greatly to the high achievement of pupils in English, mathematics and science by the time they leave the school.
- Pupils are well-behaved, enjoy very good relationships with each other and the staff and the very positive attitudes they have to their work enable them to make good progress in their learning.
- The very good provision for spiritual, moral, social and cultural development promotes high standards of personal development and enriches the curriculum.
- The headteacher provides very effective leadership so that the entire school community is committed to raising standards.

What could be improved

- Accommodation: the lack of space in many classrooms, especially for the older pupils, limits practical activities; the open nature of much of the main school building militates against quiet

working.

- Whilst the school has made improvements in information technology since the last inspection, it has correctly identified the need to further develop aspects of the subject at Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in May 1997, the school has addressed and is continuing to work on the issues raised for school improvements. In general, standards in mathematics have improved throughout the school and by the time pupils leave the school at 11 years old, a significant number of pupils are achieving well beyond the national expectation. The school has made improvements in its provision for information technology since the last inspection but has correctly identified the need to further develop aspects of the subject at Key Stage 2. The quality of teaching has also improved. The school now has in place very effective and thorough procedures to assess pupils' learning so that appropriate individual work can be planned for them. Planning now ensures that pupils' skills are developed systematically as they move through the school. The members of the senior management team work together very well and with co-ordinators are monitoring and evaluating the curriculum and teaching and the impact which they have on pupils' learning and attainment. Governors are fully informed about the work of the school, play a full part in its management and, through an effective committee structure, monitor school development planning. In addition, the school has introduced effectively the National Literacy and Numeracy Strategies over the last two years. The outside accommodation has been improved by the addition of a useful quiet area. Greater emphasis is being placed on music and art within the curriculum. Since the last inspection the school has made significant improvements and is well placed to develop further.

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	D	B	B
Mathematics	B	D	A	A
Science	C	D	A	A

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

The table shows that, since 1997 the standards pupils achieved by the end of Year 6 in English, mathematics and science have varied a great deal, with a considerable dip in 1998 when there was a larger than usual number of eleven year olds who had learning difficulties. However, in 1999 the results were above the national average in English and well above in mathematics and science; and the same is evident when the school's results are compared with schools where pupils have similar backgrounds. Although there are currently no national standards available for 2000 with which to make comparisons, the results achieved by the 11 year old pupils in 2000 were similar to those in 1999 in mathematics and science and much better in English. In English and mathematics the percentage of pupils

achieving the national expectation and above was very close to the school's targets. The trend for improvement is in line with that found nationally and should at the least remain so.

There was insufficient evidence to make judgements on attainment of the current group of children under five. The limited evidence from the scrutiny of last year's work, lesson observations and conversations with pupils indicate that, by the time they are seven and 11 years old, the majority of pupils are likely to achieve standards in English, mathematics and science at least in line with national expectations. In all year groups, a significant number of pupils are likely to attain standards above those expected nationally in all of these subjects and especially in reading. The scrutiny of last year's work indicates that in all other subjects pupils are achieving appropriate standards and working at levels expected for their ages.

Pupils with special educational needs make good progress in their learning and achieve well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to school.
Behaviour, in and out of classrooms	The pupils behave well in lessons and at play; they are both courteous and friendly. Nevertheless, the school continues to work to further raise the standards of behaviour.
Personal development and relationships	Relationships between pupils and with adults are very good.
Attendance	Satisfactory.

The involvement of pupils in their own learning and progress through target setting has a positive impact on what they achieve.

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 throughout the school is generally good and often very good. No unsatisfactory teaching was observed. Sixty-six per cent of teaching was good or better and 23 per cent very good. At Key Stage 1, 50 per cent was good or better and 20 per cent very good. Of the teaching at Key Stage 2, 65 per cent was good or better and 24 per cent very good. In the small number of lessons observed for the children under five the teaching was always good or better.

Teachers are enthusiastic and clear about what they expect pupils to learn. Most have high expectations of work and behaviour. Their enthusiasm for promoting learning is frequently demonstrated in their lessons. This is particularly so in literacy and numeracy lessons when teachers successfully provide a good balance between reinforcing and building on pupils' previous knowledge and presenting them with new ideas and information. Overall, teachers have a good knowledge of the needs of the pupils in their classes and most cater very well for the wide range of ability levels. This is effectively dealt with particularly in numeracy lessons at Key Stage 2, where pupils are taught in ability groups. This allows pupils to learn at a rate appropriate to their attainment levels and has been a contributing factor to the significant number of pupils reaching standards above the national expectation in the national assessment tests.

All support staff and voluntary helpers, especially those working with pupils with a high level of special educational need, are well prepared to meet the pupils' learning needs. They make a very valuable contribution to the pupils' education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is of a good quality and provides a wide range of learning opportunities. It is broad and well balanced and relevant to the needs of all pupils.
Provision for pupils with special educational needs	Very effective provision enables these pupils to make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good provision creates a positive ethos and a rich and supportive learning environment.
How well the school cares for its pupils	The school promotes pupils' welfare effectively through its concerned attention to their physical and emotional well being.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and has a clear vision for the future of the school. He is well supported by the effective deputy headteacher and senior management team and all are committed to raising standards of attainment by ensuring that pupils reach their full potential.
How well the governors fulfil their responsibilities	The governors are knowledgeable, involved and very supportive of the life of the school. They fulfil their statutory requirements.
The school's evaluation of its performance	The school monitors and evaluates critically and effectively its performance and progress towards its goals. Identified areas for improvement are clearly programmed into school development planning.
The strategic use of resources	Overall, good use is made of resources to maximise their impact on standards.

The budget is operated according to the principles of best value. The headteacher and teachers in their roles as subject co-ordinators have made an effective start on monitoring and evaluating the curriculum and teaching and the impact which they have on pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • Children are encouraged to behave well. • They appreciate the 'open door' policy coupled with the approachability of the headteacher and staff • The good teaching so that their children make good progress 	<ul style="list-style-type: none"> • The work their children have to do at home. • Activities outside school.

The inspection team agrees with the positive comments made by parents but finds that the school provides a wide range of varied activities outside school hours, which supports pupils' learning. Also, the school expresses its philosophy on homework in the prospectus and has an appropriate policy, which is available for parents to read.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Overall, teaching is good and often very good and this has a very significant impact on pupils' learning, contributing greatly to the high achievement of pupils in English, mathematics and science by the time they leave the school.

1. The quality of teaching throughout the school is never less than satisfactory, generally good and often very good. This shows a considerable improvement since the last inspection. This is mainly due to a comprehensive programme which the school has pioneered for the local education authority, whereby the teachers reviewed the teaching for effective learning principles and then considered how they could be applied to improve their own teaching. This initiative is on-going so the school can continue to improve teaching and the impact it has on pupils' learning.
2. During the inspection, 66 per cent of teaching was good or better and 23 per cent very good. At Key Stage 1, 50 per cent was good or better and 20 per cent very good. Of the teaching at Key Stage 2, 65 per cent was good or better and 24 per cent very good. In the small number of lessons observed for the children under five the teaching was always good or better. Teachers have a very good knowledge of the needs of these young children. Because of the good teaching, throughout the school, pupils were frequently observed to be making good progress in their learning.
3. All teachers are experienced, conscientious and work extremely hard for the benefit of all pupils. They are enthusiastic and clear about what they expect pupils to learn. A particularly good feature of the teaching is that teachers always write on the board what they expect pupils to have learnt by the end of each lesson, and frequently remind pupils of these objectives. Most have high expectations of work and behaviour, have a very pleasant manner with the pupils and value the contributions the pupils make to the lessons. Their enthusiasm for promoting learning frequently shows in their lessons. This is particularly so in literacy and numeracy lessons when teachers successfully provide a good balance between reinforcing and building on pupils' previous knowledge and presenting them with new ideas and information. For example, during a numeracy lesson with the oldest pupils, the class teacher revised previous learning, built on this through skilful questioning, and to ensure they had fully understood the concept, asked them to explain their methods and solutions. As a result, most were developing a very good understanding of percentages.
4. Another improvement since the last inspection is that, where appropriate, teachers are now giving pupils plenty of scope for investigation and experimentation which successfully aids their learning. This was clearly shown in a science lesson where Year 4 pupils were thoroughly enjoying and extending their learning through a hands on study of the bones of different animals. Most, through their investigations and discussions, were suggesting accurately which part of the animal's body they came from and in some cases which animal. Two pupils correctly stated that a limb bone could not possibly be that of a human as it was far too short. The teacher was continually asking probing questions to promote learning and drawing pupils together to share their learning. Most teachers, as was observed in this lesson, have a good knowledge of the subjects they teach.
5. Most plan their lessons well, ensuring that what they want the pupils to learn is in line with the National Curriculum requirements. Another improvement since the last inspection is that the assessment co-ordinator and teachers have worked hard to put in place effective

procedures for assessing pupils' abilities in order to provide appropriate challenge in lessons for all pupils. In this way teachers cater very well for the wide range of ability levels of pupils in their classes. This is effectively dealt with in numeracy lessons at Key Stage 2, where pupils are taught in ability groups. This allows pupils to learn at a rate appropriate to their attainment levels and has been a contributing factor to the significant number of pupils reaching standards above the national expectation in the national assessment tests. However, there were a few lessons in which teachers gave the same task to all pupils which did not provide appropriate challenge for all pupils and did not extend their learning sufficiently.

6. Teachers are very aware of their responsibilities and successfully promote learning for pupils with special educational needs. This is a continuing strength of the school. With the effective support of the special educational needs co-ordinator they provide appropriately matched work for the lower attaining pupils and support these pupils effectively during lessons with additional input or one-to-one assistance. The special educational needs co-ordinator also works closely with pupils who have specific learning or physical disabilities.
7. All support staff and voluntary helpers, especially those working with pupils with a high level of special educational need, are well prepared to meet the pupils' learning needs and make a very valuable contribution to the pupils' education.

Pupils are well-behaved, enjoy very good relationships with each other and the staff and the very positive attitudes they have to their work enable them to make good progress in their learning.

8. As at the last inspection, the vast majority of pupils are enthusiastic, enjoy their work and make a positive input to all aspects of school life, contributing greatly to the purposeful and orderly atmosphere existing in the school. They enjoy coming to school and display a genuine interest and pleasure in their learning.
9. Although they have only just started school, the children under five are clearly enjoying this new experience. They are becoming familiar with routines such as hanging their coats on the correct peg when they arrive and putting on overalls for messy activities. Most listen attentively to their teachers and many were clearly confident in answering questions and making comments, for instance, reminding the teacher she had missed out part of the rhyme they were reciting. They are friendly towards one another and listen with interest to what others have to say.
10. Throughout the rest of the school, pupils also show that they are well motivated and enthusiastic learners who sustain good concentration during lessons. Pupils usually take a pride in producing their best work and the very neat and well presented written work of many of the older pupils is a good example of this. Most pupils show a very high degree of confidence and self-discipline in lessons and work responsibly even when they are not directly supervised. Nearly all pupils were seen to collaborate well with others in group and paired activities. The involvement pupils take in their own learning and progress through target setting has a positive impact on what they achieve.
11. The standard of the pupils' behaviour in and around the school is good and is enhanced by the very good relationships that exist between staff and pupils. Throughout the school, pupils are very friendly and considerate towards staff, visitors and each other and demonstrate by their actions that they know right from wrong. Many display a natural sensitivity and awareness to the needs of others and good examples were seen in the school of unsolicited help and support being offered to other pupils and adults alike. They

listen to the views of others, take turns, willingly share and treat property carefully.

12. The school is very keen to improve pupils' behaviour and attitudes still further and all staff have been involved in drawing up an agreed system of behaviour management to support the on-going development of the pupils in the school.
13. The positive learning attitudes and good behaviour patterns demonstrated by pupils reflect teachers' high expectations and contribute significantly to the pupils' social and academic progress.

The very good provision for spiritual, moral, social and cultural development promotes high standards of personal development and enriches the curriculum.

14. The school is very effective in promoting pupils' spiritual, moral, social and cultural development, creating a positive ethos and a rich and supportive learning environment. This is similar to the judgements made at the last inspection.
15. Spiritual awareness is developed successfully through the daily act of collective worship and the curriculum in general. There is a strong Christian ethos in the school which clearly reflects its aims. During acts of worship, pupils are given the opportunities to consider and reflect on the marvels of the natural world, share in each other's successes and, more topically, consider the example of perseverance, dedication and team spirit the Olympic athletes display. Pupils celebrate Christian festivals throughout the year and make regular visits to the local church. Visitors, such as the Vicar, the County Evangelist and members of other Christian denominations regularly join the school assemblies. Most pupils are acquiring sensitive attitudes to each other and respect for the world around them. Many pupils display care for one another and, especially, they are always ready to help and support the pupils in wheel chairs. Parents were particularly grateful that the school had a strong inclusion policy as they considered that this was a contributing factor to the promotion of good attitudes and values. In lessons, when listening to music pupils are given the chance to express their own feelings and older pupils were considering the feelings of others in their reading of 'Goodnight Mr Tom'. In a science lesson, also, where pupils were studying bones, there was hushed wonder in the class as the teacher displayed the discovery made by one group, that two bones fitted together to make a perfect joint.
16. Moral issues are addressed very well. Pupils clearly know the difference between right and wrong. Through good example and the positive mutual respect that exists between pupils and adults in the school, the staff constantly distinguish between what is acceptable and unacceptable behaviour. Pupils are encouraged to discuss issues such as bullying or any worries they may have during circle time, designated sessions for promoting their personal, social and health education through whole class discussion
17. Social development is fostered very successfully through the community spirit that permeates the school. Explicit social reminders are posted around the school as to how pupils should behave, for instance, in the playground and at playtimes. Pupils work and play well together. Older pupils care naturally for younger ones and parents appreciate this. Pupils are encouraged to carry out responsibilities around the school and most do so willingly and conscientiously. Older pupils undertake duties on a regular basis, for instance, getting the hall ready for assemblies. A major initiative is the school award made to pupils who exhibit social awareness, through attending a residential camp, showing evidence of community service and completing a study based on a personal interest. Many of the older pupils enjoy a very social occasion at the gardening club during two dinner times each week. Under the supervision of one of the governors, they

plant seeds and bulbs, nurture them and later plant them in their own plots or sell them for funds to support the club. Pupils are encouraged to take part in whole school productions such as the presentation of 'Millennium Heroes' earlier in the year, and class performances, such as leading assemblies. These not only promote good social interaction, but also provide good opportunities for the development of pupils' speaking and listening skills. Organised residential trips for the older pupils give them a greater social awareness. Pupils also join other schools for sporting and other activities. They support several charities, giving them an insight into people who are less fortunate than themselves.

18. Pupils' cultural awareness is developed very well through subjects such as English, history, art, music and geography and activities associated with them. Through their reading and in literacy lessons pupils hear traditional stories and, in their art lessons, the pupils study the work of famous artists. Pupils learn about their own heritage through making geographical and historical studies of near-by places of interest, for example, of Minehead, Bristol and Bridgwater. They take part in traditional events such as the annual country dance festival at Wells. On a wider basis, opportunities are taken to think about and experience life in a wider multi-cultural society during collective worship and religious education and geography lessons. However, although a European week is being planned for next year as part of the Educational Action Zone programme, the school does not yet take full advantage of the rich multi-cultural opportunities available locally.

The headteacher provides very effective leadership so that the entire school community is committed to raising standards.

19. The headteacher provides very effective leadership and has a clear vision for the future of the school. Although only recently appointed he has brought stability to the school and has already made a great impact on the overall management, a judgement supported by staff, governors and parents. He, the deputy headteacher and the staff work together as a strong team to meet the school's wholly appropriate aims so that a very positive ethos pervades the school. He is committed to creating a team spirit within the school where all members of staff are valued.
20. Since the last inspection and prior to the appointment of the new headteacher, the management of the school had been mainly the responsibility of the deputy headteacher. She has played a very important part in addressing the issues raised at the last inspection and creating new initiatives to raise standards in the school. For instance, she has led a valuable project in which teachers evaluated aspects of their teaching and the effects they had on pupils' learning and through this has raised the quality of teaching throughout the school.
21. Governors are very supportive. They have high levels of expertise, take an active role in the management of the school and fulfil their statutory requirements. Most visit on a regular basis. They also monitor and make observations of lessons and report back to full governing body meetings. Together, with the headteacher and staff, they have a commitment to providing the best education they can for the pupils and thus raising standards. School development planning is long-term, giving a good overview of future priorities, with well constructed short-term plans and details of all necessary elements clearly stated. Through a very effective committee structure, the governing body monitors and evaluates regularly the school development plan and the impact of its decisions.
22. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. They make good use of the

detailed analysis of assessment results and compare them with other schools both locally and nationally. The budget is operated according to the principles of best value; for example, through careful tendering processes, the governing body makes sure it obtains the best value for money for all contracts.

23. The headteacher and other teachers in their roles as subject co-ordinators have made a very effective start on monitoring and evaluating the curriculum and teaching and the impact they have on pupils' learning. The school has largely addressed this issue raised at the last inspection.
24. The management of pupils with special educational needs is very good. The school is totally committed to the principles of inclusion and is part of the Barnardo's Somerset Inclusion project admitting pupils with severe physical handicaps. Currently three attend the school and there are good resources to support them. Other pupils on the special educational needs register also receive very effective support and, through accurate identification of their needs, targets and appropriate work programmes set for them, they make good progress in their learning. The special educational needs co-ordinator works closely with outside agencies and with the parents of these pupils.
25. The school secretary utilises a computer effectively to input information about pupils and store documentation. The well-organised routines of the school are well known to pupils, staff and parents and the effective administrative support ensures that the school runs smoothly.
26. The school is well placed to continue with its improvements and gives good value for money.

WHAT COULD BE IMPROVED

Accommodation: the lack of space in many classrooms, especially for the older pupils, limits practical activities; the open nature of much of the main school building militates against quiet working.

27. The school is sited in very pleasant surroundings. It has extensive, attractive grounds and plans are in hand for these to be developed further, for example, a useful quiet area was recently built with funds raised by the Parent Teacher Association and a sensory garden is to be planted in the near future. The building provides a very safe and secure learning environment and much of this has also been improved since the last inspection. However, much of the main building is open plan with adjacent classrooms being separated only by a small shared area. As a result, the activities heard from adjoining classrooms often cause a distraction for pupils, making concentration or listening to their own teacher difficult, especially for those sitting near to the connecting area.
28. In addition, many of the classrooms are small and, with over 30 pupils in the classes of older pupils, conditions are often cramped. Although the school is fortunate to have separate rooms for art and music, this lack of space in classrooms restricts, to a great extent, important practical activities associated with other areas of the curriculum, for example, experimental work in science.
29. The school is seeking ways to resolve these problems.

Whilst the school has made improvements in information technology since the last inspection, it has correctly identified the need to further develop aspects of the subject at Key Stage 2.

30. An issue from the last inspection was to raise standards of attainment and improve progress in information technology at both key stages. Since the inspection an information and communication technology suite has been established which enables whole class teaching to take place. Also, there is at least one computer in each classroom. This is a major improvement in provision.
31. Throughout the school most pupils are using the computers competently at an appropriate level for their age for word processing. However, although there was some evidence that pupils were gathering information from CD ROMs, using programs for data handling, graphics and for adding interest to the presentation of their work, it was not evident that this was happening in all classes. Also, mainly because the facilities have only recently been put in place, it has not become common practice for pupils to develop their communication skills through utilising electronic mail, or accessing the Internet, again for gathering information to aid their work. In addition, although younger pupils have the opportunity to plan and give instructions to programmable toys, there are limited resources for older pupils to develop ideas and apply their skills, for example, in desktop publishing and multimedia presentations.
32. The school has identified this as an area for development and intends to increase available resources. Additionally, the school recognises the importance for teachers to have the appropriate training in all areas of information and communication technology and is planning for this appropriately.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. To build on the current success of the school, the headteacher, staff and governors should now:
- (1) Continue to seek ways of improving the accommodation so that:
 - pupils, especially older ones have enough space in the classroom to take part easily in practical activities. (Paragraph 28)
 - the noise between adjacent classrooms does not cause a distraction to pupils' learning. (Paragraph 27)
 - (2) Develop the identified improvements for information and communication technology especially at Key Stage 2. (Paragraphs 31 and 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	20	44	33	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)	Not applicable	284
Number of full-time pupils eligible for free school meals	Not applicable	35

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	Not applicable	4
Number of pupils on the school's special educational needs register	Not applicable	77

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	10
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.4

National comparative data	5.4
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National comparative data	0.5
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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	23	18	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	16	17	17
	Total	35	36	37
Percentage of pupils at NC level 2 or above	School	85 (89)	88 (91)	90 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	16	17	17
	Total	35	36	37
Percentage of pupils at NC level 2 or above	School	85 (89)	88 (95)	90 (91)
	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	32	13	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	29
	Girls	9	12	11
	Total	34	39	40
Percentage of pupils at NC level 4 or above	School	77 (60)	87 (54)	89 (70)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	27
	Girls	11	12	11
	Total	36	39	38
Percentage of pupils at NC level 4 or above	School	80 (68)	87 (66)	84 (70)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	262
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)	11.7
Number of pupils per qualified teacher	26
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	188

Financial information

Financial year	1999/2000
	£
Total income	535,510
Total expenditure	524,020
Expenditure per pupil	1,782
Balance brought forward from previous year	10,529
Balance carried forward to next year	22,019

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	45	5	2	0
My child is making good progress in school.	45	48	7	0	0
Behaviour in the school is good.	32	64	0	5	0
My child gets the right amount of work to do at home.	25	50	18	2	5
The teaching is good.	36	59	0	0	5
I am kept well informed about how my child is getting on.	30	59	2	2	7
I would feel comfortable about approaching the school with questions or a problem.	55	36	5	2	2
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	36	52	7	2	2
The school is well led and managed.	45	43	7	0	5
The school is helping my child become mature and responsible.	43	52	0	0	5
The school provides an interesting range of activities outside lessons.	23	34	14	9	20