

# INSPECTION REPORT

## **CULVERSTONE GREEN PRIMARY SCHOOL**

Meopham, Kent

LEA area: Kent

Unique reference number: 118263

Headteacher: Ms J Lakey

Reporting inspector: Shirley Billington  
4343

Dates of inspection: 11<sup>th</sup> – 12<sup>th</sup> March 2002

Inspection number: 230873

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Wrotham Road  
Culverstone Green  
Meopham  
Kent

Postcode: DA13 0RF

Telephone number: 01732 822568

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Appropriate authority: The governing body

Name of chair of governors: Mrs D Bramer

Date of previous inspection: 6<sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a smaller than average primary school with 187 children on roll. They are taught in seven classes, each with a single year group. The number of boys and girls is roughly equal, but there are some marked imbalances in some classes – the reception class, for example, has more girls than boys and there are more boys than girls in Years 3,4 and 5. The proportion of pupils known to be eligible for free school meals is around 9 per cent, which is below average.

The proportion of pupils with special educational needs is around 20 per cent which is broadly average. Two of these pupils have statements of special educational need, again a broadly average proportion.

There is a small number of children from minority ethnic backgrounds. One speaks English as an additional language but does not need any extra support to help with English language acquisition. Two pupils are from Traveller families; there are also some other children from settled Traveller families.

The vast majority of children have the opportunity to attend a pre-school group before starting school. On entry, the majority has good speaking and listening skills. Their skills in literacy and numeracy are broadly average.

There have been some significant changes to the school since the last inspection. Pupil numbers have increased, extra accommodation has been provided and there are now seven classes rather than five. All the teaching staff have been appointed in the last four years. There are still some temporary staffing arrangements in place, with teaching in the reception class shared by two long-term supply teachers.

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

This is a good school with some very good features and few weaknesses. Standards attained by eleven year olds are above average in English and well above average in mathematics and science. Throughout the school pupils make good progress and achieve well. Pupils with special educational needs are well supported and achieve well in relation to their prior attainment. There is very good provision for pupils' personal and social development and they develop very positive attitudes to learning. Teaching is good overall and some lessons are very good. The school is well led and managed. Overall financial management is good and the school provides good value for money.

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

- Eleven year olds attain good standards in English and very good standards in mathematics and science
- Pupils with special educational needs are given a good level of support and make good progress
- Teaching is good overall and this ensures that all pupils achieve well
- Good use is made of assessment data to inform priorities for further improvement
- Provision for pupils' personal and social development is very good
- There is a strong partnership with parents and they get good information to help them to support their children's learning

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

- Standards in information and communication technology (ICT)<sup>1</sup>
- The quality of provision for children in the reception class – in particular the number of support staff and equipment for outdoor play

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

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<sup>1</sup> Improving provision for this subject is currently a key priority for the school.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. Since then there has been good improvement in the standards attained by eleven year olds. Standards attained by seven year olds have improved overall but pupils' performance in national tests is rather erratic. Overall, there has been good improvement in standards attained in mathematics and in writing.

The school has made good improvement in addressing the main recommendations from the last inspection

- Lesson planning has improved and the aims of lessons are usually shared with pupils
- Teachers have higher expectations of what pupils might achieve
- Higher attaining pupils are achieving well
- Assessment is used effectively to group pupils, to inform planning and to check on pupils' progress. Assessment is also used well to inform whole school planning
- Monitoring arrangements are in place and subject co-ordinators and governors are involved in sharing expertise and monitoring the quality of provision across the school.

There has been a significant improvement in the quality of teaching and this is now good overall.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	A	B
mathematics	A	A	A	B
science	A*	B	A*	A*

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

Although there is some variation in results in national tests, overall pupils achieve well at the age of eleven. Results of tests in mathematics and science are particularly good. In mathematics the majority of pupils attain at least average levels and a good proportion attain higher levels. Results in science have frequently been in the top five per cent of schools nationally. In 2001, boys did particularly well. Their performance in English tests improved; in mathematics and science the proportion of boys reaching higher levels in tests was noticeably greater than that of girls. This picture is likely to be repeated in tests this year. Challenging targets have been set for attainment in these tests.

Inspection findings largely reflect the test results. Pupils achieve well in English, mathematics and science; standards in mathematics and science are particularly good for pupils of all levels of attainment. Standards in ICT are lower than they should be because of pupils' lack of experience in the subject.

Results of tests in reading, writing and mathematics taken by seven year olds are more erratic. Overall, pupils' performance in reading is broadly average; results of tests in writing have improved to an above average level. There was a dip in performance in reading and writing in 2001, largely due to the high proportion of pupils with literacy difficulties in this year group. This did not have a particular affect on results in mathematics tests, which were above the national average. Inspection findings are that standards in reading are better than the test results would indicate, with the majority of pupils in Year 2 reaching average or higher levels. The inspection found that by this stage, the majority of pupils have a secure base of skills in literacy and numeracy.

The youngest children in the reception class make good progress in literacy and numeracy to reach at least expected levels by the start of Year 1. Many are working in the early stages of the National Curriculum in English and mathematics by the end of the reception year.

Throughout the school, pupils with special educational needs make good progress in relation to their prior attainment. As a result of the good support that they receive, many reach average levels in national tests at the age of eleven.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are enthusiastic and well-motivated learners.
Behaviour, in and out of classrooms	Very good. Pupils are generally considerate of others and show respect for their feelings.
Personal development and relationships	Very good. Pupils work very well together, readily take on responsibilities and use their initiative where appropriate.
Attendance	Good, with levels above the national average.

Although attendance levels are good, a small number of pupils are regularly late. The school does all it can to encourage punctuality and to reduce the disruption to lessons caused by these late arrivals.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Satisfactory	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.*

The overall quality of teaching is good and some lessons, particularly in Years 5 and 6, are very good. Teaching in the reception class is currently shared by two temporary teachers; this arrangement works well and the teaching is sound. Teaching by permanent teachers in Years 1 to 6 has a number of strengths. Teachers make good use of resources, demonstration, explanation and questions to help children to learn. Lessons are well planned and the aim of each lesson is usually shared with pupils so that they are clear about what they are expected to achieve. Teachers have good subject knowledge and an enthusiasm for teaching; this is transmitted to the pupils and they are equally enthusiastic about learning.

Throughout the school literacy and numeracy are taught well and there are good opportunities for pupils to apply their developing skills in these areas to work in other subjects.

Teachers take good account of the range of attainment in their classes and plan work that is well matched to pupils' needs.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad but some important elements are not adequately covered. There is very good provision for extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils are provided with effective support that enables them to successfully participate in all aspects of school life.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is a very good programme for personal, social and health education (PSHE).
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How well the school cares for its pupils	Pupils are well known and well cared for by all staff. Traveller children and those with special educational needs are successfully integrated into the school community.
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Provision for ICT is currently inadequate and as a result pupils' experiences are limited and their skills do not develop as they should. There is very little equipment for the outside play area designated for the reception class and provision for their physical development is very restricted.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff share a clear sense of direction and work well together to plan and bring about improvements to the school.
How well the governors fulfil their responsibilities	Governors are well organised and very supportive of the school. Their responsibilities are fulfilled effectively.
The school's evaluation of its performance	Good; improving further as a result of systematic analysis of data and information from monitoring activities.
The strategic use of resources	Generally good. Surplus funding has been used this year to improve accommodation and there is a good plan to use further funding to provide a resource suite to enhance provision for ICT.

The school generally makes effective use of all of its resources to support teaching and learning. Staff work well as a team and the school provides good support for new teachers. Learning support assistants are well deployed and make a significant contribution to the quality of learning, particularly for pupils with learning difficulties. However, not enough support is allocated to the reception class and there are occasions when the teacher is the only adult working with the youngest children.

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

What pleases parents most	What parents would like to see improved
<p>All parents feel that:</p> <ul style="list-style-type: none"> <li>The school is well led and managed</li> <li>Teaching is good</li> <li>Behaviour is good and children are helped to become mature and responsible</li> <li>They are happy to approach the school with questions or concerns</li> <li>The school has high expectations of work and behaviour</li> </ul> <p>A high proportion of parents (95 per cent or more) also feel</p> <ul style="list-style-type: none"> <li>The school works closely with them</li> <li>They are kept well informed about how their children are getting on</li> </ul>	<p>There were no significant areas of concern. Some parents raised differing points about the amount and nature of homework.</p>

The inspection team is happy to confirm that parents' high degree of confidence in the school is fully justified. The school provides good information about the type of homework that is given in each year group but recognises that there may be some inconsistencies in practice and that parents may need

more guidance on how to help with some of the work that older children are given.

## **PART B: COMMENTARY**

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

#### **Eleven year olds attain good standards in English and very good standards in mathematics and science**

1. As pupils move through the school they make good progress and achieve well in English and particularly well in mathematics and science. Results of national tests taken by pupils at the end of Year 6 are generally above average in English, well above average in mathematics and often in the top five per cent of schools in science. Test results in 2001 showed an overall improvement in comparison with those attained in 2000, largely because boys did particularly well in all subjects in comparison with the attainment of boys nationally. The proportion of pupils that attained higher levels in the tests was above average in English, well above average in mathematics and very high in science. Again, this was largely the result of good performance by boys.
2. Pupils' consistent performance in tests is the outcome of good teaching that equips them with a secure base of skills. By the age of seven, the majority of pupils are reading a range of books with accuracy and understanding. They use a variety of strategies to tackle words that they do not recognise and to make sense of the text. Higher attainers are confident and expressive readers. Pupils' written work is generally clearly structured and they write in a variety of forms including accounts, stories and note-taking. They have good opportunity to begin some extended writing, for example in re-telling traditional tales. Handwriting is legible and spelling of common words is accurate or a 'good guess' based on pupils' knowledge of sounds. Pupils have a particularly good base of skills in numeracy. The majority of pupils show early understanding of the four operations and work confidently with numbers to 100. Higher attainers are able to work up to three or four places and apply their skills, for example in adding weights in grams. Lower attainers are often working at average levels for Year 2, showing good achievement.
3. As pupils move further through the school this good base is successfully built upon and extended. Pupils begin to apply their skills well in subjects across the curriculum. In science, for example, Year 3 pupils record their experiments and note their observations using good descriptive terms. Year 4 pupils demonstrate good reasoning in making predictions: 'I think the ice cubes will melt so that the water will get colder'. They write in well structured sentences and use an appropriate style when writing up their experiments. Year 5 pupils showed good use of research skills in investigating aspects of life in the old Culverstone School in the 1880s. They made good use of a range of photographs and the school's log books in researching clothes, punishments and even inspection regimes! This linked well with their studies of census data and pupils showed the ability to interpret and re-present the information using their mathematical and ICT skills.
4. Year 6 pupils have good opportunities to explore aspects of English language through, for example, study of extracts from Shakespeare and attempting to modernise the texts. They extend their understanding of connectives and begin to identify the appropriate use of standard English. The majority of pupils write well in a variety of forms, including letters, dialogue, persuasive argument and reports. Work is well presented, spelling is generally accurate and a range of vocabulary and punctuation is used well to enliven stories and accounts. Higher attainers show a good command of descriptive language, for example in setting the scene: 'the storm raged across the land'. Reading habits are generally well established with the majority of pupils having

preferences for particular authors and able to identify the characteristics of different types of writing such as fantasy and adventure. Many pupils express a clear preference for reading for information rather than pleasure. They have a good understanding of how to extract information from a variety of sources such as books, the Internet and CD-Roms. Independent research work on topics such as the Isle of Wight, Center Parcs and the Red Boa indicate a good understanding of how to present information. Pupils have linked text and illustrations, often provided clear factual details and included a contents page, glossary and bibliography to guide the reader.

5. Very good standards are attained in mathematics. The vast majority of pupils are working at well up to average levels. They apply the four operations to solve problems, calculate with four or five figure numbers and add and subtract to two, and sometimes three, decimal places. They convert fractions to decimals or percentages and are aware of the relationship between standard units of measure. Pupils engage in some challenging problems, for example in converting currencies where they calculate 1698 divided by 12.84. Higher attainers apply their numeracy skills well to other areas of mathematics, for example in calculating the area and perimeter of irregular shapes. Some aspects of their work are at a level normally found in Years 7 or 8 in secondary schools.
6. Work in science is equally impressive. The strong emphasis throughout the school on the investigative aspects of the subject results in pupils having real enthusiasm for, and enjoying the challenge of, the subject. Year 6 pupils explained that they enjoy learning about 'real life'; 'it's about facts' and 'it makes them think hard'. They acquire a good range of scientific skills; they write structured accounts of experiments, make predictions based on their experiences and draw conclusions, although they rarely record hypotheses based on these. Pupils have good knowledge of all aspects of the subject. They know the sources and properties of light and how light can be adapted for different purposes. They give clear explanations of the impact of forces and of ways in which animals adapt to their habitats. Higher attainers in particular represent their observations well in detailed diagrams and give good explanations of scientific processes, such as how to separate materials.

### **Pupils with special educational needs are given a good level of support and make good progress**

7. Pupils with special educational needs are well integrated in the school and benefit from carefully targeted support that enables them to participate in all aspects of the curriculum.
8. Learning support assistants (LSAs) play a key role in enabling pupils with special educational needs to participate in class and group discussions and to tackle the tasks that they are given. In many lessons, LSAs sit with a group of pupils on the carpet or at a table encouraging them to listen carefully to the teacher; they often repeat or reinforce instructions and explanations to promote children's understanding and to maintain their concentration. In an unobtrusive manner, they boost pupils' self-esteem, with encouraging nods when they are explaining their ideas and smiles when they offer to answer the teacher's questions. Teachers carefully match group tasks to pupils' levels of understanding and they provide detailed briefing notes for LSAs so that they are clear about the main aims of the activity and help to assess pupils' understanding.
9. Support is well managed and LSAs are skilfully deployed so that maximum use is

made of their time and expertise. All LSAs have a dual role in providing some general class support and some specific support for pupils with special educational needs. An LSA may, for example, work on guided reading activities in one class at the start of the day before joining another class for the literacy hour, during which she will work with individuals or a group of children with special needs. The school has a strong belief in the importance of integration and pupils are rarely withdrawn from lessons unless they have very specific needs that cannot be met in the classroom context. However, pupils often engage in tasks within whole class lessons that support their progress towards targets in their individual education plans (IEPs). In one class, a small group of pupils has a particular programme for work in the literacy hour that is different from that provided for the majority. This is planned with meticulous detail, to the extent that, within this programme, one child has some other separate activities to meet his very specific needs.

10. The school has good systems to check how well pupils with special educational needs are doing. Teachers produce IEPs for the pupils in their classes that are receiving additional support. These give a useful overview of a child's strengths and weaknesses and this forms the basis of the targets for the next stage in learning. Targets are usually clear and specific, but occasionally too general; this makes it difficult to accurately assess a child's progress. IEPs also suggest ways in which parents can help their children at home; parents are involved in planning meetings and reviews, and contribute to decisions about the provision to be made for their children. The outcomes of review meetings are usually carefully documented so that the success in meeting targets in an IEP is evident; new targets are then developed on the basis of this information. The special educational needs co-ordinator (SENCO) seeks advice for all pupils receiving support from outside agencies such as the educational psychologist. Staff shortages in some services means that there can be a delay in getting this, but the school has devised some enterprising ways of getting around this difficulty. For example, staff may ask an outreach teacher from the local authority for suggestions on meeting the needs of pupils across the school, whether or not she is directly involved with them. A link with an autistic unit is helpful in enabling staff to support children with some specific difficulties.
11. The commitment of the school to ensuring good provision for pupils with special educational needs is evident in the attention paid to professional development for this area. All teachers and LSAs attended a day's training on the implications of the new Code of Practice for special educational needs that has just been introduced. A training day on inclusive practices led by the educational psychology service was attended by all staff together with the governor responsible for special educational needs and three other governors. This commitment is also demonstrated by the efforts made to inform and involve parents in discussions on meeting their children's needs and on guiding them to sources of expert advice where available.

### **Teaching is generally good and this ensures that pupils achieve well**

12. Teaching of children in the reception class is satisfactory. In other year groups the overall quality of teaching is good and at times, particularly in Years 5 and 6, it is very good. This is a key factor in ensuring that pupils make good progress and achieve well.
13. Teaching has improved significantly since the last inspection, when several weaknesses were identified. These have been successfully addressed; in particular there has been a marked improvement in the quality of lesson planning and in ensuring that all teachers have high expectations of pupils' capacity to achieve.

14. In lessons throughout the school, teachers are enthusiastic and show a keen interest in the subjects that they teach. There is a strong emphasis on praising pupils' efforts and on encouraging them to take risks in attempting answers or in sharing their ideas. As a result, pupils are enthusiastic and confident learners, secure in the knowledge that any errors that they make will be treated as opportunities for further learning. Teachers are skilled in recalling previous learning and encouraging pupils to use it in a new situation; in the reception class, for example, the teacher reminded a group of children of what they had already learned about letter sounds that they could use to write captions for their pictures.
15. Resources are used effectively in many lessons, both to engage pupils' interest and to enable a good level of involvement in whole class and group activities. This is a particular feature of science lessons; the strong emphasis on pupils having 'hands on' experiences in the subject ensures that their scientific skills and understanding develop to a good level. In a Year 2 lesson that introduced the idea of reversible and irreversible change, group tasks were very well organised. There was a good range of materials to test and a simplified recording format enabled the pupils to predict and record the outcomes of the testing. This meant that they could concentrate on observing what happened to the materials as each was heated and not be overwhelmed by the need to write lengthy descriptions. In mathematics lessons, pupils often have individual whiteboards on which to record their answers in 'mental maths' sessions. This enables all pupils to participate and the teacher to check how well each one is doing.
16. Teachers generally make very good use of questions to clarify pupils' ideas and extend their thinking. In a personal, social and health education (PSHE) lesson in which pupils were designing a playground to suit the needs of all ages, the teacher circulated and raised questions that encouraged them to reflect on their ideas. In mathematics lessons, questioning often encourages pupils to explain their reasoning. In a lesson with Years 4 and 5, the teacher used questions well to remind the pupils of the criteria for deciding whether an angle was acute or obtuse.
17. Teachers generally have good subject knowledge; this, together with detailed lesson plans, ensures that lessons have a clear focus and that learning is purposeful. The objectives of the lessons are often shared with pupils and used to review learning at the ends of sessions. This is helping pupils to reflect on what they have learned and to see how this might be applied. In a very good science lesson with Year 6, the teacher related the results of pupils' experiments on dissolving to real life situations; she explained, for example, how the fact that oil does not dissolve can lead to problems with getting rid of it at home or cause a disaster at sea.
18. Account is taken of pupils' varying levels of prior attainment in organising groups and planning activities to meet their differing needs. Teachers make very good use of their own time and that of LSAs to support pupils' learning. Well-established routines in lessons and very good class management means that learning proceeds at a good pace. Group tasks are clearly explained and LSAs or volunteer helpers are given helpful guidance notes that ensures that they are clear about the aims of activities that they are supporting.
19. Pupils' work is marked regularly by all teachers. The most effective marking gives pupils a clear indication of what they have achieved and what they need to do to improve.

### **Good use is made of assessment data to inform priorities for further development**

20. The school has good systems in place for the assessment of pupils' progress as they move through the school. This is used effectively in a variety of ways. Annual targets are set for individual pupils, based on their performance in standardised tests from Years 1 to 6. The information on pupils' expected attainment, expressed in National Curriculum levels, is used to produce termly targets for groups and individual children in each class. These make it clear to pupils what they need to do to improve, for example by introducing more descriptive words to make their written work more lively. Pupils' actual attainment in tests is subsequently compared to the targets set so that each pupil's progress is carefully monitored; if they do not reach expected levels, then additional support is provided where appropriate.
21. The information from assessment data is also used to evaluate the strengths and weaknesses of pupils' performance in different subjects and to make adjustments to the curriculum. This has led, for example, to a particular focus in Years 5 and 6 on teaching pupils to read for inference, which was found to be an aspect of comprehension work with which many had difficulty. The school identified a significant gap in pupils' performance in reading and writing tests in Year 2 and Year 6. As a result, in 2001 many pupils in Year 2 were given extra support with writing. This led to a focus throughout the school on improving the teaching of writing, particularly through encouraging staff to be aware of the criteria for attaining specific National Curriculum levels. In 2001, there was an overall improvement in results in writing tests. Those taken by seven year olds were above the national average level for the first time in four years.
22. Assessment data is well used to provide helpful information for class teachers. Results of standardised tests are collated to form a profile for each class. This is supplemented by detailed profiles on attainment and progress of individual pupils as they move through the school. Teachers are supported by senior staff in using this to set targets and to track their pupils' progress. The information is also used for discussion with parents at consultation evenings so that they are given a clear view of how their children are doing.
23. The work that has been undertaken so far is a model of its kind. Some aspects are still evolving; for example the school took the decision recently to re-introduce some tests that provide information on pupils' non-verbal reasoning skills. This provides a safeguard to ensure that pupils' actual performance in standardised National Curriculum tests does not misrepresent their potential. There are also some imaginative plans to make more use of collated data, for example, by creating computer generated fields that will provide information on the attainment of particular groups of pupils or the profile of individual subjects across the school.

### **Provision for pupils' personal and social development is very good**

24. Throughout the school a high level of attention is paid to promoting pupils' personal and social skills; the quality of this provision is a particularly strong feature of the school's work. Staff have a consistent approach in their dealings with the pupils; all are respected and valued and their views are listened to and taken seriously.
25. All classes have lessons that are focused on personal, social and health education (PSHE). This may take the form of a circle time<sup>2</sup> that allows pupils to raise any

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<sup>2</sup> Circle time provides an opportunity for pupils to discuss a range of issues that are often related to provision



concerns and to discuss social and moral issues. Some sessions are used for meetings of the class council that acts as a forum for raising matters with the school council. In a session with Year 6, the pupils showed an impressive capacity to run their own meeting, with the teacher supporting them by taking notes. One pupil acted as the chair as others made sensible suggestions about how to raise funds for the RSPCA (a charity the class had decided to support after researching into its work). Pupils listened attentively to each other, showed respect for differing views and confidently expressed their own ideas.

26. The school's council is an important element in provision for PSHE. All classes are represented on the council which is used to raise issues and make suggestions about ways in which aspects of the school might be improved. Some members of the council have had the opportunity to attend a national meeting of schools' councils, following which they appointed various officers, such as a chair and a secretary, to make their meetings more formal and efficient. Minutes are taken and displayed in classrooms and on the council's noticeboard. Council members have the responsibility for discussing issues with their own classes and taking views back to the next meeting; in this way, all pupils in the school are encouraged to contribute to its running. The issues raised have led to some changes and new initiatives, for example the re-siting of playground equipment and a non-uniform day for charity. Currently under debate is further improvement to the playground and making some changes to teaching timetables. Pupils are very positive about the impact that the introduction of the council has had, feeling that 'it gives us responsibility' 'you learn new things'.
27. The school has recently trained a group of pupils to act as 'playground friends'. Four from each class from Year 2 upwards were involved in a day's training with an expert in this area. They learned how to teach others to play games and are now able to lead activities that help pupils to learn to co-operate and take turns.
28. The good range of extra-curricular activities makes a strong contribution to pupils' personal development in Years 3 to 6. There is a wide variety of clubs that run after school, including art, drama, board games and a variety of sports. These are well supported, with close to 80 per cent of children in these year groups attending at least one club. The headteacher monitors attendance carefully to ensure that all sectors of the school community are represented, checking, for example, that pupils who are eligible for free school meals and Traveller children are included. A residential visit for Year 6 at the beginning of the school year was an important experience for pupils. They engaged in a variety of activities including some adventurous pursuits that demanded close co-operation.
29. Throughout the school pupils demonstrate the ability to work well with others. This is promoted well by teachers and in many lessons pupils are actively encouraged to work in a pair or small group. In a Year 3 PSHE lesson, for example, pupils worked in pairs to share their ideas for improvements to the playground. In guided reading sessions, adults working with each group promote discussion of texts and pupils respond well, listening carefully to others and showing confidence in expressing their own views and ideas.

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for their social and moral development.

## **There is a strong partnership with parents and they get good information to help them to support their children's learning**

30. Parents' responses at the pre-inspection meeting and the questionnaire returns show that they have a high degree of confidence in the school. All parents praised the leadership of the headteacher and the way in which the school was managed. They felt that their children made good progress – one described this as 'excellent' and were helped to become mature and responsible. All parents feel that the school is very open and that they are welcomed; any concerns are dealt with quickly. This high regard for the school's work is the result of a carefully planned programme that involves parents in the life of the school, encourages them to support their children's learning and provides a very good range of information, some of which is of exemplary quality.
31. Prospective parents are actively encouraged to visit and see the school at work and talk about its aims and organisation with the headteacher. Parents of new children in the reception class attend an evening meeting to meet senior staff, the class teacher, LSAs, parent – teacher association (PTA) members and governors. They receive a detailed information pack that includes a series of 'Ready Teddy Go' leaflets, informing them as to how they can help their children at home. Once children have started school, parents are invited to regular 'meet the teacher' evenings and termly consultation evenings. Annual reports on children's progress are detailed and informative.
32. The school prospectus and the governors' annual report to parents are informative documents of particularly high quality. Each includes photographs, examples of pupils' work and detailed information about matters of organisation, the curriculum and ways in which the school fulfils its aims. For parents of children who join the school in Years 1 to 6, the school has thoughtfully provided supplementary information to the standard prospectus that gives specific information on how these pupils will be integrated into school life. This statutory documentation is supplemented by informative newsletters from the headteacher and a series of leaflets that outline the expectations and routines for homework in each class. Governors issue termly newsletters that provide good updates on their activities and information about any developments in the school. The most recent, for example, included information on governors' visits to numeracy lessons and their participation in training sessions on guided reading and PSHE.
33. Parents in turn show a strong degree of commitment to the school. Many help regularly in classrooms and with specific projects such as re-decorating parts of the building. The PTA is well-supported and raises significant funds for the school, providing, for example, solar panels for the swimming pool and money for the leasing of computers.

## **WHAT COULD BE IMPROVED**

### **Standards in information and communication technology (ICT)**

34. Provision for ICT is currently inadequate in terms of the quality and quantity of the equipment available. There are computers in each classroom, although some of these are outdated and need replacement. There is also a range of other equipment to support, for example, teaching about control. However, pupils' access to experiences in ICT is limited by the current arrangements; there are instances where it can take a lengthy period for all children to complete a task because they can only work in small numbers at a particular activity.

35. This has an impact on pupils' attainment. In one lesson, for example, Year 2 pupils demonstrated limited understanding of how to program a moveable robot; the knowledge of the majority was at the sort of level that is more typical of younger pupils. Although older pupils often have a reasonable understanding of word-processing and use of the Internet, in many instances this is because of their experiences at home rather than at school.
36. The shortcomings in provision for the subject are recognised by the school. Preparations have already been made for the conversion of a former classroom to create a resource suite; this room has been made available this year by the establishing of extra accommodation for two classes. Work should be completed during the summer term and new computers will be purchased so that the resource suite becomes the main area for teaching. All classes will have suitable equipment to follow up lessons in the resource suite and enable pupils to practise and apply their skills. All teachers have had appropriate training to equip them to teach ICT and the school has introduced national guidance for teaching the subject, although the requirements for this cannot yet be met. However, with an enthusiastic co-ordinator and good support from governors, the school is well placed to quickly remedy current weaknesses and to raise standards of attainment.

**The quality of provision for children in the reception classes – in particular the number of support staff and equipment for outdoor play**

37. There are some limitations in provision in the reception class that have an impact on the quality of teaching and learning. There is often a good level of staffing in the class in the mornings when there are usually two LSAs in addition to the teacher. On four afternoons, no support staff are deployed to work in the class. On one afternoon there are two teachers, but for the other sessions there is no staffing other than the class teacher. This results in some restrictions in the curriculum offered. The main classroom is supplemented by an adjacent practical area that is well organised to provide opportunities for creative development, through, for example, a role play area, an art area and tables for small world play. However, most of this area cannot be seen from the classroom and this creates difficulties with supervision and results in the teacher having to limit children's access to some activities.
38. A good-sized secure play area is designated for reception class use, but there is very little equipment to use outside. This, together with the difficulties with supervision mentioned above, means that little use is made of the play area. Although the class has regular timetabled sessions for physical education in the hall, these are not adequate to provide the recommended range of activities for this stage.
39. There is an urgent need to improve both staffing and resources in order to ensure that children have good access to all aspects of the curriculum.

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

40. In order to further raise standards and improve the quality of education, governors, the headteacher and staff should now:

**(1) Raise standards in ICT by:**

- taking full advantage of the facilities in the new resource suite
- making effective use of the skills of the co-ordinator in supporting planning and teaching for the subject
- ensuring that pupils have regular experience of all aspects of the subject

**(2) Improve provision for children in the reception class by:**

- ensuring that there is an adequate level of support staff in the class at all times
- improving provision for outdoor play.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	9	3	0	0	0
Percentage	0	14	64	21	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points. One of the lessons was not graded because observation time was limited.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	187
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

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	48

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.4

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	17
	Girls	12	12	12
	Total	25	25	29
Percentage of pupils at NC level 2 or above	School	83 (86)	83 (86)	97 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	17	13
	Girls	12	12	12
	Total	24	29	25
Percentage of pupils at NC level 2 or above	School	80 (86)	97 (90)	83 (86)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	8	7	9
	Total	21	20	22
Percentage of pupils at NC level 4 or above	School	88 (65)	83 (71)	92 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	8	9	9
	Total	21	22	22
Percentage of pupils at NC level 4 or above	School	88 (56)	92 (75)	92 (81)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	158
Any other minority ethnic group	3

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	21
Average class size	26.7

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

Total number of education support staff	10
Total aggregate hours worked per week	147

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		1
Other minority ethnic groups		

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

### **Financial information**

Financial year	2000/2001
	£
Total income	390,184
Total expenditure	346,925
Expenditure per pupil	1,886
Balance brought forward from previous year	30,394
Balance carried forward to next year	73,653

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



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

### **Questionnaire return rate**

Number of questionnaires sent out	187
Number of questionnaires returned	49

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	6	0	0
My child is making good progress in school.	61	37	0	0	2
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	29	55	12	4	0
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	57	39	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	51	47	2	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	49	31	4	4	12