

INSPECTION REPORT

**ST BARTHOLOMEW'S C of E PRIMARY
SCHOOL**

Sydenham, London

LEA area: Lewisham

Unique reference number: 100726

Headteacher: Miss Jill Bonner

Reporting inspector: Mr Peter Howlett
23744

Dates of inspection: 21st - 22nd January 2003

Inspection number: 246079

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:	Voluntary aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	The Peak Sydenham London
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Appropriate authority:	The governing body
Name of chair of governors:	Miss S Bryce
Date of previous inspection:	January 1998

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9 - 12
WHAT COULD BE IMPROVED	12 - 14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16 - 20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bartholomew's is a Church of England voluntary aided primary school for boys and girls between the ages of five and 11. It serves a diverse, multicultural community within the area of Sydenham in the London Borough of Lewisham. The school aims to be inclusive, welcoming children from other faith communities through the admissions criteria. A larger than average primary school, it has 288 pupils attending full-time, including 28 children in reception. The school has no nursery and reception children are admitted in the term in which they are five. There is a gender imbalance in some year groups but overall there is no significant gender difference. The majority of pupils come from the local area which consists of a mixture of owner occupied and local authority housing. Approximately 12 per cent of pupils are eligible for free school meals which is below the national average. Sixty per cent of pupils are from white ethnic background, while the remainder represent diverse ethnic and cultural backgrounds. The main other ethnic groups represented are Black Caribbean and Black African. Sixteen per cent of the school population come from homes where English is not the first language. This is a high proportion in comparison with primary schools nationally. The proportion of pupils on the school's register for special educational needs (nearly 18 per cent) is close to the national average. Three pupils have a statement of special educational need. Pupils' attainment on entry is broad but is generally in line with that typically found nationally.

HOW GOOD THE SCHOOL IS

St Bartholomew's is an effective school in most aspects of its work and has many good features. It is a caring and welcoming school in which all pupils are equally valued. Pupils have very good attitudes to learning and are well behaved. Standards are high in English and above average in mathematics and science by the end of Year 6. There is a positive ethos for learning and the quality of teaching is mainly good. The school is well led by the headteacher and deputy headteacher who provide the school with a clear sense of direction and purpose. The school uses its budget prudently and gives good value for money.

What the school does well

- Pupils achieve well in English throughout the school and standards are high because of good teaching.
- Children in reception get a good start to their education because provision for them is very good.
- Pupils' very good attitudes to learning, relationships and personal development and their good behaviour have a strong impact on the quality of their learning.
- The very good provision for spiritual, moral, social and cultural development contributes very effectively to pupils' personal development.
- The headteacher and deputy headteacher provide effective leadership.

What could be improved

- The achievement of the more able junior pupils in mathematics and science could be higher.
- The school does not plan, teach or assess the development of pupils' skills well enough.
- The school does not sufficiently monitor and evaluate what it does.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in January 1998. Since the appointment of the current headteacher and deputy headteacher, the school has made steady progress in addressing the key issues from the previous inspection. In Information and communication technology (ICT), good improvements in provision and teachers' expertise have led to substantial improvement in

standards. In design and technology, improvement has been limited and provision is just satisfactory. Appropriate arrangements for the appraisal of staff are now in place with the implementation of the new performance management procedures. The headteacher and deputy headteacher are clearly focused on raising standards and improving the quality of education further. However, the management role of other staff needs further development to ensure consistency in practice across the school. The school is soundly placed to make further improvements.

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
	2000	2001	2002	2002
English	B	A	A	A*
mathematics	C	C	B	B
science	A	C	B	B

Key

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests in Year 6, pupils do particularly well in English but more able pupils do not do as well as they could in mathematics and science. In English, results were well above average in three of the last four years and the trend of improvement is greater than the national trend. In mathematics, the trend of improvement was less than the national picture. Results were above the national average in 2002, but were average over the three previous years. In science, test results have fluctuated but overall the trend of improvement has matched the national pattern.

In the 2002 national tests at the end of Year 6, the percentage of pupils achieving the expected Level 4 was well above average in English and mathematics and above average in science. The school set challenging targets in both subjects but did not quite achieve them. The percentage of pupils achieving the higher Level 5 was well above average in English, above average in science and average in mathematics.

Pupils do consistently well in national tests at the end of Year 2. Results in reading, writing and mathematics over the past four years have generally been well above national averages.

In a short inspection it is not intended to make judgements about standards in all subjects. From the work seen during the inspection:

- in English, pupils make good progress in their learning and standards are well above average across the school. More able pupils achieve well;
- in mathematics, standards are well above average in Year 2 and above average in Year 6;
- in science, standards are above average in Years 2 and 6;
- in mathematics and science, most Year 6 pupils work at expected levels but the proportion of the year group achieving above expected levels is only average;
- in ICT, standards are average across the school; and
- in the reception, pupils achieve well and standards are above expected levels on entry to Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. Pupils are interested and keen and like coming to school.
Behaviour, in and out of classrooms	Pupils are very well behaved in class. They behave well in the playground and around the school.
Personal development and relationships	Relationships are very good. Pupils know right from wrong and are considerate of one another. The school helps pupils to become mature and sensible.
Attendance	Pupils' attendance is good. The attendance rate is above average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

- The quality of teaching in nearly all the lessons seen was at least good. Of the 18 lessons seen, in three it was very good, in 14 it was good and in one satisfactory.
- The teaching of English is good. Teachers have a good understanding of how to teach literacy skills and activities are usually well matched to pupils' attainment.
- The teaching of numeracy skills is good.
- The quality of teaching and learning is consistently good in the reception class. The teacher has a very good understanding of the needs of the children. Lessons are very well planned to provide a very good balance of directed and self-chosen activities. Adults work very closely together as a team.
- Teaching and learning are good in Year 2. Teachers work well together, lessons are well organised and pupils respond well to teachers' high expectations.
- Teaching is generally good in Years 3 to 6. However, teachers do not plan well enough to ensure that pupils' skills are progressively built upon. They support pupils with special educational needs well but do not always provide sufficient challenge for higher attaining pupils.
- Lessons are well prepared. Teachers share learning intentions clearly with pupils so that they know what they are expected to learn and do. Their subject knowledge is good and they are effective in giving clear expositions and asking questions. Teachers manage pupils well and relationships between teachers and pupils are very good. Lessons are conducted at a good pace and pupils settle quickly to tasks, showing good levels of confidence and independence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad and balanced curriculum and the national strategies for literacy and numeracy are well established.
Provision for pupils with special educational needs	Provision is good and well managed. Good support enables these pupils to make appropriate progress in English and mathematics. Sometimes targets in individual action plans are too broad.
Provision for pupils with English as an additional language	Provision for these pupils is good. The few pupils at an early stage of English language acquisition are well supported and make good progress. Most other pupils are bilingual, are fully included in all aspects of school life and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	This aspect of provision is a strength of the school. The school promotes the spiritual, moral, social and cultural development of pupils very effectively. The school successfully pursues its Christian values.
How well the school cares for its pupils	The school looks after its pupils well. Child protection procedures are very good. Much work still needs to be done to improve the school's assessment procedures.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school's ethos is good. The headteacher and staff successfully promote a calm, caring and purposeful atmosphere. The headteacher and the deputy headteacher work well together. They have a good understanding of the strengths and weaknesses of the school and a shared vision of what needs to be done to improve provision further. Some staff have yet to develop fully their management roles.
How well the governors fulfil their responsibilities	The relatively new governing body is keen and enthusiastic and is developing its role well. It is supportive of the school and fulfils its statutory responsibilities but needs to develop its monitoring role.
The school's evaluation of its performance	The senior management has made effective use of national performance data to identify areas of pupils' underachievement but there are insufficient measures in place to evaluate standards of work. This area of weakness is being addressed.
The strategic use of resources	Satisfactory. The school ensures its budget is spent prudently with sound links between planned expenditure and educational priorities. It needs to develop ways to apply best value principles.

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 like to come to school. • The behaviour of pupils in the school is good. • Teaching is good and pupils make good progress. • The school expects their children to work hard, do their best and helps them become mature and responsible. 	<ul style="list-style-type: none"> • The school does not offer a sufficient range of activities outside lessons. • Children do not get the right amount of homework. • The school does not work closely enough with parents. • Provision for music is not good enough.

The inspection team agrees with the positive views of the parents.

Extra-curricular activities are modest for a school of this size. Although the home/school agreement states that the school will provide homework in accordance with its homework policy, the school has yet to produce such a policy. The school prospectus gives a brief statement on homework provision but this does not give parents much detail. There is a productive relationship with parents. Parents work with the school to raise money and improve the school environment and they help in classes on a regular basis. The school's newsletters are positive and friendly but they could do more to inform parents about proposed changes. Provision for music is satisfactory. The subject's well-developed subject guidance helps ensure that teachers cover all areas of the curriculum. The teaching of music is shared mostly between three teachers with specific expertise.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in English and standards are high because of good teaching.

1. Pupils achieve well in national tests in English. Pupils attain consistently well in national tests at the end of Year 2; results in reading and writing tests over the past three years have been well above the national averages. In comparison with similar schools, results in 2002 were very high in reading and well above average in writing. In the Year 6 tests, the trend of improvement has been greater than the national trend over the past five years. Results were well above average in three of the last four years. In the 2002 national tests, the percentage of pupils achieving the expected Level 4 or above and the percentage of pupils reaching the higher Level 5 were well above average.
2. The work seen in lessons and in pupils' books confirms that standards are high across the school and that pupils make good progress in their learning due to the consistent good teaching.
3. Standards in Year 2 in reading, speaking and listening and writing are well above average. Pupils enjoy reading and most read an appropriate range of texts fluently, confidently and accurately. They usually show a clear understanding of what they have read and can talk about the characters and main points. They use their knowledge and understanding of sounds well to attempt unknown words. They have good listening skills and listen well to their teachers and others in different situations, showing good levels of respect for what others have to say. Most speak confidently in different situations, using a good range of words in their comments, explanations and answers to questions. Writing skills are developing well with some imaginative use of words. Basic grammatical structures are correct and nouns and verbs agree. Higher attaining pupils are developing the use of connectives such as 'and', 'then', and 'because' to write more complex sentences. Most spell the more common words correctly. Capital letters and full stops are used correctly and there is some use of speech and question marks. Handwriting is usually legible with some pupils developing a joined flowing script.
4. In Year 6, standards in reading, speaking and listening and writing are well above average. Pupils find reading enjoyable and read widely from the good range of available materials. They are fluent and confident readers, reading with good expression. They talk enthusiastically about books, commenting sensibly on their characters and plots. Higher attaining pupils discuss, compare and contrast the merits of different authors such as J K Rowling and Roald Dahl. Pupils use reference books effectively to find information, using and understanding index, contents and glossary. Most pupils speak confidently and express themselves well, describing events and conveying their opinions clearly. They listen carefully during discussions, making good contributions and asking sensible questions. Most pupils' writing is well organised and imaginative. Sentences are generally well constructed, showing lively use of adjectives and adverbs. Basic grammatical structures are correct and the use of connectives such as 'however' and 'therefore' is developing well. Spelling is usually correct and pupils show a good awareness of spelling rules. Sentences are usually punctuated correctly; pupils use capital letters, commas, full stops and speech and question marks accurately. Pupils' handwriting is legible and neat, although some have still to develop a flowing, joined script.
5. Taking into account the lessons seen and the analysis of pupils' work, the quality of teaching and learning is good. In lessons, teaching is at least good and sometimes very good. Teachers have a good understanding of how to teach literacy skills and the National Literacy Strategy is firmly embedded in the school's practice. Lessons are well planned and teachers share learning intentions clearly with pupils so that they know what they are expected to learn and do. Most staff have high expectations and activities are usually well matched to pupils' attainment. Lessons proceed at a good pace, although lesson introductions are occasionally too long. Teachers manage pupils well and relationships between teachers and pupils and pupils and pupils are good. Pupils usually settle quickly to tasks, showing good levels of confidence and independence. ICT is

used well to support pupils' learning, for example, in producing a high quality newspaper as part of a national competition. There is a good range of literacy resources and texts are used well as a basis for teaching. Pupils' literacy skills are developed well in other subjects such as science, history and geography.

Children in reception get a good start to their education because provision for them is good.

6. Provision for children in the Foundation Stage¹ is very good. Children are well prepared for the next stage in their education. As a result, almost all children are likely to achieve or exceed the Early Learning Goals² in all areas by the time they leave the reception class.
7. Well-established routines provide children with a sense of security and help to build up their self-confidence and self-esteem. They respond very positively to the care of the adults and to the very good role models they provide. Children play and work together, sharing materials, showing consideration for others and building relationships. This leads to children developing good levels of independence and confidence, taking turns and sharing well.
8. The curriculum is well organised and planning is firmly based on the Early Learning Goals. Children clearly enjoy the carefully arranged and challenging activities that staff organise to develop their concentration and independence. Good use is made of reading books such as 'Going on a Bear Hunt' and children are encouraged to talk about the stories. Most children speak clearly and listen well to what others have to say. They hear and say letters of the alphabet and write simple regular words correctly. Handwriting shows recognisable letters which are mostly correctly formed. In mathematics, most children count confidently to at least 10 and many much further. They recognise common two and three-dimensional shapes and the higher attaining children can describe their properties. Children enjoy using the computer, for example to reinforce their mathematical development or draw pictures using an art program. Most children show good control of the mouse and keyboard. There are good opportunities for investigation through displays and interest areas that promote enquiring minds. In the outdoor play area, children move with good co-ordination and show good awareness of space and others as they go on a 'Bear Hunt'. Exploration of colour through colour mixing and through paintings develops their creative skills.
9. The quality of teaching and learning is consistently good and often very good which ensures children, including those identified as having special educational needs and English as an additional language, make good progress and most children achieve well. The teacher has a very good understanding of the needs of the children. Lessons are very well planned to provide a very good balance of directed and self-chosen activities. Adults work very closely together as a team and know the children well, providing a secure, safe and purposeful atmosphere. Relationships are very good. All children are fully integrated and adults make sure that children have equal access to all activities. Staff monitor carefully the activities that children undertake on a daily and weekly basis to ensure an appropriate balance is maintained. Focused assessments are made monthly against the Early Learning Goals and these form the basis of a child's ongoing record of performance. However, these are not always sufficiently focused on all the recommended 'stepping stones' and this is an area that is being addressed.
10. The reception classroom is attractive and stimulating and provides a very good learning environment. Quality displays are very well maintained and encourage and promote children's learning. They provide a good balance between children's work and stimulating activities to develop children's knowledge and understanding. The classroom is well organised and good use is made of all available space, both inside and outside. There are clearly defined and labelled areas so that children know where to get and return equipment. There is a good range of well-organised equipment which is used very well. There is access to a satisfactory outdoor play area, part of which is covered to allow access to the sand and water activities during wet weather. A good quality wooden structure for adventurous play has very recently been purchased to provide opportunities for children to climb, explore and develop confidence.

¹ The Foundation Stage covers the period children attend school prior to the start of compulsory education in Year 1.

² The standards that children are expected to achieve or exceed by the end of the Foundation Stage in six areas of learning.

Pupils' very good attitudes to learning, their very good relationships and personal development and their good behaviour have a strong impact on the quality of their learning.

11. The school is a calm, orderly and harmonious place. Parents believe that their children like coming to school, that the school expects their children to behave well and is successful in helping them become responsible and mature. Pupils' very positive attitudes, very good relationships and personal development and their good behaviour contribute significantly to the good standards achieved.
12. Pupils have very good attitudes for learning. Pupils want to learn, are well motivated and take a good interest in their work. For example, Year 2 pupils' responses to mental arithmetic questions were brisk and keen as they were eager to show their teacher as many different ways as possible to combine numbers to make 40. In lessons, pupils listen well to their teachers and respond well to opportunities to engage in discussions. They show good levels of application and settle down to work quickly and productively. Pupils take pride in their work and a high level of effort is apparent in their work on display throughout the school, although the presentation of some pupils' science work is not as good as it could be. They are keen to come to school and their attendance and punctuality are good.
13. Relationships are very good. Pupils work well together, co-operating in pairs and in groups in class. For example, in a science lesson in Years 5/6 pupils worked well when discussing and investigating the different characteristics of rocks. There is a friendship post in place in the playground where pupils go if they want someone to play with but no-one appears to need it. Pupils behave well. Their behaviour in class is very good. They show good awareness of the school's expectations for their conduct when moving around the school. For example, when infant pupils come from their classrooms into the main buildings they do so sensibly and quietly. Year 1 pupils followed their teachers' instructions to walk "quietly and creepily" along the corridor for their physical education lesson in the hall. Pupils are generally well behaved at playtimes. They respond appropriately to instructions from the supervisors. During the inspection there were no incidences of aggressive behaviour and arguments are settled quickly. There were no exclusions in the past year.
14. Pupils' personal development is given high priority and they are keen to take on responsibility. They have enthusiastically taken up the idea from the school council to teach younger ones about traditional playground games. Pupils develop their negotiating skills when they act as peacemakers in the playground. They help the younger children at lunchtime, for example in cutting up their food or pouring drinks.

The very good provision for pupils' spiritual, moral, social and cultural development contributes very effectively to pupils' personal development.

15. Pupils' sense of spirituality enhances the quality of learning in school. In lessons and assemblies, they are given very good opportunities to display a sense of empathy and compassion and to understand the feelings of others. For example, in a very well planned and taught assembly led by the headteacher, the older pupils carefully considered and reflected on how they could act as a 'bridge builder' between those who need help and those who can give it.
16. The provision for pupils' cultural development is very good. Lessons in citizenship, literature, music and art contribute particularly well to this. In literacy, pupils reflect on the significance of poetry through cultural imagery and language. In assemblies, pupils enjoy the work of world famous composers through classical and popular music. Stunning examples of pupils' artwork are displayed throughout the school, depicting positive images of people from a range of ethnic backgrounds. The high standard of information imparted through displays helps extend pupils' awareness of the lives of famous artists and authors, including those from the black and Asian community.
17. The provision for pupils' moral development is very good. Teachers unfailingly recognise and encourage pupils' personal efforts. Pupils are given opportunities through discussion and debate to

think carefully about the type of behaviour that is harmful to health or relationships. Staff are fair and firm in their dealings with pupils, sending out clear messages that there are boundaries both in and outside the school community that must not be overstepped.

18. Pupils' social development is very good. Contributing to the school council or taking on the role of a peacemaker assists pupils in expressing their thoughts clearly and confidently whilst realising the need for good manners and goodwill to others. The older pupils take on their share in helping the younger pupils develop good social skills. For example, when assisting in the dining hall, the older pupils will encourage the younger ones not just to point at their choice of food but to speak clearly in sentences in order to explain what they want.

The headteacher and deputy headteacher provide effective leadership and promote a positive ethos for learning.

19. Both the headteacher and deputy headteacher have been in post for less than two years. They are both committed to school improvement. They work well together in their efforts to create a purposeful ethos that supports pupils' learning and promotes high standards of work and behaviour. There is a very positive ethos in the school, which reflects its aims. It is a lively and cheerful place where pupils work hard and enjoy their learning.
20. The headteacher has high expectations and gives clear direction to the school. The deputy headteacher provides effective support and also has a strong impact on the educational direction of the school. The headteacher and her deputy have a shared vision for the school and are promoting this vision well. They are insightful and reflective and have a good understanding of the strengths and weaknesses and a shared understanding of what needs to be done to improve provision further. Priorities in the school's development plan are clearly focused on improving provision and raising pupils' achievement. They have taken a number of appropriate steps to improve the management of the school and address areas of under-achievement amongst pupils.
21. The headteacher has established a clear and potentially effective management structure. However, some staff have yet to develop fully their management roles. A strength of the school is the way staff work well together in their year teams. A weakness is the failure sometimes by staff to take a whole school perspective. For example, subject co-ordinators should have a clear understanding of standards and provision in their subjects across the school, irrespective of the stage in which they teach. Other management staff need to be more involved in ensuring consistency in practice across the school. This happens with the management of behaviour but there are inconsistencies in classroom practice. The headteacher and deputy headteacher are committed to the professional development of staff and there are appropriate in-service arrangements in place for staff with management responsibilities to develop their roles.

WHAT COULD BE IMPROVED

The achievements of the more able junior pupils in mathematics and science are not high enough.

22. Pupils achieve consistently well in the national tests in mathematics at the end of Year 2. In most years, results are well above the national average. In the 2002 national tests, the proportion of pupils achieving the higher level 3 was well above both national and similar schools' averages. However, results at the end of Year 6 are not quite as good. Although the proportion of pupils achieving the expected Level 4 was well above average in the 2002 tests, the proportion of pupils achieving the higher Level 5 was only average. Likewise in science national tests, most pupils achieve at least the expected Level 4 but the number of pupils achieving the higher level was average.
23. The inspection evidence confirms that standards in mathematics are well above average in Year 2 and above average in Year 6. In Year 2, pupils are grouped by prior attainment and this arrangement, combined with good teaching enables pupils of different levels of attainment to make good progress. For example, the higher attaining pupils are challenged and those with special

educational needs are well supported. In consequence, most pupils are in line to achieve at least expected levels and a significant number achieve above this. In Year 6 the proportion of pupils in line to achieve expected levels is higher than found nationally but a relatively small number of pupils are likely to exceed the expected standard. The school should improve the provision for higher attaining pupils in Years 3 to 6 by ensuring that lessons provide tasks and activities that are more challenging in order to raise levels of attainment.

24. In science, teachers' expectations are not high enough. For example, in most lessons teachers do not plan work that extends and challenges pupils. Lesson observations and analysis of pupils' work show that all too often pupils of different capabilities do similar work. In consequence, nearly all pupils achieve at expected levels for their ages but few exceed them.

The school does not plan, teach or assess the development of pupils' skills well enough.

25. The school provides a broad and balanced curriculum for all its pupils. The curriculum in English and mathematics is good. The school has greatly improved the range and quality of learning experiences in ICT since the last inspection. There has also been some improvement in the school's provision for design and technology. The concerns expressed by some parents about provision for music are not substantiated. The subject is well planned and well-developed subject guidance helps ensure that teachers cover all aspects of the curriculum. In most subjects, the school has adopted nationally recommended guidance, providing a planning framework that ensures a broad curriculum. However, planning remains insufficiently developed to ensure that pupils' skills in all subjects are sufficiently built upon. In addition, teachers make insufficient use of assessment information in planning future work.
26. In English and mathematics, lesson planning is based on the recommendations of the national strategies. This helps to ensure that pupils' skills are progressively built upon. However, in most other subjects, including science and ICT, the school has yet to adapt national guidance sufficiently to inform teachers of what pupils should be learning next. More work needs to be done on planning to ensure that pupils' knowledge, skills and understanding are taught in a way that gets progressively harder.
27. In science, pupils' knowledge and understanding are better than their skills. The last inspection judged that there were insufficient opportunities for pupils to undertake investigative work. The school has addressed this issue satisfactorily and teachers provide pupils with opportunities to carry out investigations. However, teaching does not sufficiently move pupils on in how they conduct investigations. Pupils in Years 5 and 6 have a good range of scientific knowledge and a sound understanding of the principles of fair testing. For example, they are aware of the need to control variables during an investigation. Whilst most pupils approach investigations in a logical manner, they do not conduct experiments with sufficient rigour. They pay insufficient attention to forming hypotheses and making predictions. Although they can draw upon their scientific knowledge in drawing conclusions, explanations are not expressed with clear scientific reasoning or supported by accurate recording of results.
28. The school has made good strides in improving provision in ICT. In particular, the development of an ICT suite and greater expertise amongst teachers have led in turn to a substantial improvement in standards. At the time of the last inspection, pupils' skills were poorly developed. For example, most older pupils were unable to move text and pictures in a document. Currently, pupils in Years 3 and 4 can combine text and graphics. They experiment with the layout of poems by changing fonts, size, colour, type text with appropriate accuracy and insert pictures from a clipart library into text. Some pupils in Years 5 and 6 can use a multimedia package to create a presentation, linking pages that incorporate pictures, images, sound and text. Pupils' skills in using spreadsheets, databases and the Internet are close to those typically found nationally. Nevertheless, pupils' achievement is still not as high as it could be because teachers' planning takes insufficient account of the different learning needs of pupils. In lessons, teachers tend to plan the development of skills at similar rates for all pupils.

29. The school does not make sufficient use of assessment information to improve pupils' learning. In science and ICT assessment practices need to improve in order to ensure pupils are given activities that build on previously learned skills and are appropriate to their differing levels of attainment. There are no whole school assessment systems in subjects other than English and mathematics that record the progress pupils make in the development of their skills.

Further work is needed on how the school monitors and evaluates what it does.

30. In the past the school has not systematically reviewed its work.
31. The headteacher and deputy headteacher have a good understanding of the principles of school self-evaluation and they have made a sound start in developing measures to evaluate school effectiveness. However, there are gaps in the school's current approach and too much depends upon the headteacher and deputy as there is insufficient contribution from other members of staff. Other senior managers and co-ordinators do not yet have sufficient involvement in monitoring standards and provision.
32. The headteacher and deputy headteacher make effective use of the available performance data. Their analysis of assessment data has informed their decision to target resources to address underachievement, for example to support boys from ethnic minorities in Years 3 and 4. They use the local education authority's value-added information in setting targets to reduce the number of pupils whose achievements in the Year 6 national tests are below expectations based on their Year 2 test results. This has been successful as illustrated by the fall in numbers of pupils not achieving projected levels in this year's tests. The school now needs to develop its own systems for value-added analysis to identify those pupils not making appropriate progress (for example, potentially higher attaining pupils in mathematics and science) at an earlier stage. Other staff are at an early stage in their use of performance data. Co-ordinators in the core subjects do not analyse test results to identify areas of strength and weaknesses in pupils' results. The headteacher has set up systems to track the progress of pupils against National Curriculum levels in English and mathematics from the end of Year 2. However, teachers are not yet sufficiently involved in setting targets and projecting pupils' likely achievements in future tests. The practice of setting targets and sharing these with pupils is not yet established across the school, although some teachers do set their pupils targets for improvement.
33. The school has addressed the key issue from the last inspection to introduce appropriate arrangements for the appraisal of staff by implementing the new performance management procedures. There are sound procedures for monitoring and evaluating classroom performance, involving the headteacher, deputy and some senior staff. Monitoring opportunities for other staff are not well established. Training in classroom monitoring has been organised for other members of the senior management team. Subject co-ordinators monitor teachers' planning but not pupils' work and few have undertaken class observations. In consequence, they have limited knowledge of pupils' achievements. For example, the literacy coordinator, an infant teacher, provides good leadership in many aspects of her role but she has insufficient knowledge of standards and practice in the Junior years. In addition, the lack of effective monitoring leads to inconsistencies in practice, for example in the effectiveness of marking and expectations on the presentation of work in science. The absence of assessment procedures in many subjects means that the school is not in a position to have a clear understanding of overall standards.
34. The relatively new governing body is keen and enthusiastic and is developing its role well. It is supportive of the school and there is an effective relationship with the management of the school. It fulfils its statutory responsibilities. The governing body through its curriculum committee is at an early stage in developing its role in monitoring curriculum provision and standards. There are appropriate procedures in place for the management of the school's finances. The school manages its budget prudently and ensures that the spending supports the school's educational priorities. The governing body has sound systems for financial control and it monitors expenditure appropriately. Governors have some understanding of the principles of best value but need to apply these to the school's expenditure more systematically and to evaluate the cost effectiveness of its decisions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- i) Improve the achievement of higher attaining pupils in Years 3 to 6 in mathematics and science by:
- using the results of assessments to plan and set work that challenges them to achieve at higher levels than those normally expected for their ages; and
 - using the school's tracking systems to monitor the ongoing progress of those pupils identified as potentially higher attainers.

(paragraph 23,24,32)

- ii) Improve the development of pupils' skills in science and ICT by:
- adapting the nationally recommended guidance in ways that support teachers' lesson planning;
 - putting in place procedures for assessing and recording pupils' achievements against key objectives; and
 - using the results of assessments in planning the next steps in pupils' learning.

(paragraph 25,26,29)

- iii) Improve how the school monitors and evaluates its work by:
- ensuring that senior managers and subject co-ordinators develop their monitoring roles and contribute effectively to whole school self-evaluation procedures;
 - building upon the good start in using value-added measures;
 - improving staffs' ability to analyse and use assessment data; and
 - enabling the governing body to test best value principles in relation to financial decisions.

(paragraph 32,33,34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	3	14	1	0	0	0
Percentage	0	17	78	6	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 five percentage points.

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)	276
Number of full-time pupils known to be eligible for free school meals	44

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	28

English as an additional language

	No of pupils
Number of pupils with English as an additional language	25

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.1
National comparative data	5.4

School data	0.9
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	26	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	26	25	25
	Total	45	44	44
Percentage of pupils at NC level 2 or above	School	98 (91)	96 (93)	96 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	19
	Girls	26	24	25
	Total	45	44	44
Percentage of pupils at NC level 2 or above	School	98 (91)	96 (89)	96 (93)
	National	85 (85)	89 (89)	89 (89)

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
	2002	27	14	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	22	25
	Girls	14	14	14
	Total	38	36	39
Percentage of pupils at NC level 4 or above	School	93 (92)	88 (74)	95 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	26
	Girls	14	13	14
	Total	38	37	40
Percentage of pupils at NC level 4 or above	School	93 (92)	90 (82)	98 (79)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	145	0	0
White – Irish	1	0	0
White – any other White background	29	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	24	0	0
Black or Black British – African	18	0	0
Black or Black British – any other Black background	17	0	0
Chinese	1	0	0
Any other ethnic group	11	0	0
No ethnic group recorded	3	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	14.4
Number of pupils per qualified teacher	19
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	229

FTE means full-time equivalent.

Financial information

Financial year	2001/ 02
	£
Total income	926388
Total expenditure	827504
Expenditure per pupil	2893
Balance brought forward from previous year	79749
Balance carried forward to next year	98883

Recruitment of teachers

Number of teachers who left the school during the last two years	4.7
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.9
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	276
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	17	2	2	0
My child is making good progress in school.	58	34	3	2	0
Behaviour in the school is good.	47	47	3	0	2
My child gets the right amount of work to do at home.	36	36	19	8	0
The teaching is good.	64	31	3	0	2
I am kept well informed about how my child is getting on.	46	36	15	3	0
I would feel comfortable about approaching the school with questions or a problem.	53	39	5	3	0
The school expects my child to work hard and achieve his or her best.	68	27	2	0	3
The school works closely with parents.	37	37	20	3	0
The school is well led and managed.	46	42	5	0	7
The school is helping my child become mature and responsible.	64	31	2	0	2
The school provides an interesting range of activities outside lessons.	25	39	15	15	3

Other issues raised by parents

Some parents were concerned about the school's provision for music.