

INSPECTION REPORT

BISHOP WINNINGTON-INGRAM PRIMARY SCHOOL

Ruislip

LEA area: Hillingdon

Unique reference number: 102417

Headteacher: Mrs G Westbrook

Reporting inspector: Mr J Bald
17932

Dates of inspection: 24 – 25 June 2003

Inspection number: 246202

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.

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Southcote Rise
Ruislip

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Appropriate authority: The governing body

Name of chair of governors: Father Simon Evans

Date of previous inspection: October 1997

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REPORT CONTENTS

| | Page |
|---|-------|
| PART A: SUMMARY OF THE REPORT | 6-10 |
| 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 | 11-16 |
| | |
| WHAT COULD BE IMPROVED | 16-17 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 17-18 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 19-23 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishop Winnington-Ingram School is a voluntary aided Church of England primary school, for boys and girls aged three to 11. The school is larger than most primary schools, with 398 pupils, including 54 who attend part-time in the nursery. Most pupils are white, and roughly a tenth come from a variety of minority ethnic backgrounds. A very small number speak English as an additional language, and a small minority of these are in the early stages of learning English. The proportion of pupils with special educational needs is below average; most have difficulties with literacy, but a small minority have serious behavioural difficulties. Most pupils come from favourable home backgrounds, and have reached above average standards for their age when they join the school. The school has had a very high turnover of staff over the past two years, and three posts during the inspection were filled by teachers on short-term contracts.

HOW GOOD THE SCHOOL IS

Bishop Winnington-Ingram School provides good education and is well led and managed. Pupils make good progress over the long term, particularly in mathematics and science, and overall achievement in Year 6 is good. Relationships are good, and all pupils are fully involved in the school's work. Teaching is good overall, and there is much outstanding teaching in mathematics and science, and in the nursery. The newly-appointed headteacher and the governors provide strong leadership and are developing good management and planning systems. The school provides good value for money.

What the school does well

- Standards in Year 6 are well above average in English, mathematics and science.
- Teaching is good overall, and very good in mathematics, science and in the nursery.
- The headteacher and governors lead and manage the school well.
- Provision for pupils with special educational needs is very good.
- The quality of education in the nursery is very good.
- Relationships and provision for pupils' personal development are good.
- The school has a good working relationship with parents, and keeps them very well informed.

What could be improved

- Arrangements to assess and track progress are cumbersome and not fully effective.
- The teaching of writing is not consistently effective across the school.
- Work in some subjects is not co-ordinated effectively.
- A small minority of pupils do not co-operate fully with their teachers and other school staff.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. At that time, standards, the quality of education and the school's climate for learning were good, but management required some improvement. The work of the governors and senior managers to improve the school since its last inspection has been held up by a very high turnover of staff, particularly those qualified to contribute to management and co-ordination. There has been a significant recent improvement in this position, and a full senior management team has been appointed for September 2003. In the meantime, the headteacher and governors have made significant

improvements in their planning for the future and in the monitoring of teaching. They have extended the school's arrangements to ensure that all pupils, including those with different ethnic backgrounds and those with behavioural difficulties are fully involved in its work. Attendance has shown very good improvement. Strengths in teaching have been maintained and extended, despite the influx of new staff. However, arrangements to assess and track pupils' progress are not yet fully effective. Standards have risen in line with national trends. Overall, improvement since the last inspection has been satisfactory. There is a strong sense of teamwork and commitment throughout the school, and it is very well placed to improve further.

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 | A | A | A | B |
| mathematics | A | A | A* | A |
| science | B | A | A | A |

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

Standards in Year 6 are particularly high in science and in mathematics; the A* for mathematics indicates that results in 2002 were in the highest 5 per cent of all schools nationally. Standards in English are well above average overall. They are very high in speaking and listening, but rather lower in writing. The results of national tests in Year 2 in 2002 were above average in reading, writing and mathematics, and in line with those of comparable schools. Standards among children up to the age of five are above average overall. There are strengths in many aspects of their work, including speaking and listening and early reading, but children in the reception classes reach below average standards in writing because they are not asked to write more than single words.

The standard of work seen during the inspection in English, mathematics and science was very similar to the results of national tests in Years 2 and 6. Pupils in Year 6 also reach high standards in speaking and listening. It was not possible to assess standards in other subjects fully during this short inspection. Inspection evidence indicated that they were above average in design and technology and in topics that had been studied in depth, such as World War 2, and the use of spreadsheets. However, there are gaps in Year 6 pupils' knowledge and understanding of other religions, and in their information and communication technology (ICT) skills. Standards in ICT are improving following effective use of the recently installed computer suite, and pupils were on track to reach average standards by the end of the current year.

The school sets demanding targets for national tests. It is on course to meet current targets, and beat its targets for 2002. There is little difference in the standards reached by boys and girls or by pupils from minority ethnic backgrounds. The overall achievements of pupils with special educational needs are very good, particularly in mathematics, science, and basic reading. By the end of Year 6, gifted and talented pupils reach high standards and achieve well. Overall, achievement in the school is good.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good. Very good from most pupils in lessons and other activities. A minority do not work properly without a strong lead from their teacher. |
| Behaviour, in and out of classrooms | Good. Mostly very good, but some pupils are too slow to do as teachers or other adults ask them. Pupils take good care of school property. |
| Personal development and relationships | Good. Pupils accept responsibility readily, particularly in Year 6, and form good relationships with their teachers and with each other. |
| Attendance | Well above average, with good punctuality. |

Pupils from all ethnic backgrounds make friends and work well together. Pupils have very good understanding of the importance of treating other people's beliefs and religions with respect. All pupils support those with special educational needs. Pupils complete homework conscientiously.

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and 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 overall quality of English teaching is good. It is very good for speaking and listening and reading, and satisfactory for writing. The teaching of literacy skills across the school is satisfactory. Mathematics teaching is very good, both in number work and in other areas of the subject, including problem-solving. There is satisfactory support for numeracy in other subjects, with good data handling in some ICT lessons. Science teaching is very good across the school, providing a well thought out and well balanced course that develops clear thinking skills and helps pupils apply them well.

Teaching in the nursery is very well organised and attuned to the needs of all pupils. It gives them an enjoyable and very effective start to their education in school. Teaching in the reception classes has very good features, but there are some weaknesses in the teaching of writing.

The vast majority of teaching is well organised, and generates a spirit of shared interest and enthusiasm between teachers and pupils. Most work is well planned, and provides for the full range of learning needs in the class, with good additional teaching and support for pupils with special educational needs. Teaching assistants make a consistently good contribution to teaching, and the best of their work is excellent, particularly in discussing work with pupils. Most pupils contribute to their own learning through co-operative attitudes and hard work, but a few do not, and occasionally teachers do not deal with this firmly enough. Teaching and the pace of work in a very small minority of lessons are only just adequate, and do not make the most of pupils' interest in their work and enthusiasm for learning. Marking and homework are satisfactory overall, but have some inconsistencies. Over the course of their school

career, however, teaching meets the needs of all groups of pupils in the school well, and leads to a good pattern of achievement by Year 6.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory. All subjects are provided, and activities outside lessons are satisfactory. There are weaknesses in co-ordinating some subjects. |
| Provision for pupils with special educational needs | Very good. Assessment and individual education plans are excellent. Pupils receive very effective support, and good additional teaching. |
| Provision for pupils with English as an additional language | Good. Pupils' needs are assessed when they join the school, and they receive suitable additional teaching. Higher-attaining pupils with English as an additional language achieve very well. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good in all areas. Pupils receive clear and effective moral and social guidance, based on the school's Christian values. They have good opportunities for reflection in lessons and in assemblies, and receive a good introduction to their own and other cultures. |
| How well the school cares for its pupils | Satisfactory. Good personal care and support, but some procedures need to be made more systematic. |

The school has an effective working partnership with parents. The curriculum in the nursery is very good, and excellent use is made of its small classroom. Co-ordination is very good in science and mathematics, but is not fully effective in other subjects. Systems for tracking progress and setting targets are too elaborate for day-to-day use, and do not cover all subjects. The school has very effective systems to reward high levels of attendance, positive attitudes and good work.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher is building a strong sense of teamwork in the school. She and the governors are taking effective steps to rebuild its senior management team, and planning is now very good. |
| How well the governors fulfil their responsibilities | Well. The governors have good understanding of the school's strengths and weaknesses, and play a central role in its direction. |
| The school's evaluation of its performance | Good. The school uses all available data well to compare its performance with that of other schools, and to set demanding targets. |
| The strategic use of resources | Good. The headteacher and governors use resources well to support their priorities of raising standards and involving all pupils. |

The school makes good use of temporary teachers, who have contributed well to its work. However, these teachers have not been in a position to assume management responsibilities, so that too much has depended on the headteacher. By the time of the inspection, the school had appointed a permanent headteacher and deputy headteacher, though some other management posts were still filled on a temporary basis. The new deputy headteacher has a suitable range of responsibilities, and a full senior management team has

been appointed for September. The governors manage the school's finances very well, and understand the importance of providing and obtaining best value when making decisions. The new ICT suite, obtained with active support from parents, is making an important contribution to learning. Leadership and management of provision for special educational needs are excellent, and there is excellent management of nursery provision. The governors and senior managers are effectively committed to equal opportunities for all of its pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Children like school. • The school is approachable. • Teaching is good, and children are expected to do their best. • Children become mature and responsible. | <ul style="list-style-type: none"> • Homework. • The quality of information for parents. • The lack of co-ordination in music. • The need to pay for many extra-curricular activities. |

A large majority of parents expressed positive views in the pre-inspection meeting and in their responses to the questionnaire. Inspectors agree with these positive views. They found homework satisfactory overall across the school, but found some inconsistencies between classes and year-groups, with much additional homework for pupils in Year 6 in the run-up to national tests. Inspectors and the school agree with parents on the current weakness in co-ordination for music, although a new co-ordinator has been appointed from the beginning of next term. Inspectors found that, while many activities outside lessons were paid for, the school had a satisfactory range of activities that were free to all pupils. They did not agree with criticisms of the quality of information for parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in Year 6 are well above average in English, mathematics and science.

1. The results of national tests in Year 6 have been consistently well above average in English, mathematics and science since the last inspection. They are well above those in comparable schools in mathematics and science, and above average for similar schools in English. The proportion of pupils reaching higher standards than those expected nationally is particularly high in mathematics and science. The standard of work seen during the inspection was also well above average overall in all three subjects, though it was higher in mathematics and science than in English. There was little difference in the standards reached by boys and girls, and pupils with minority ethnic backgrounds were reaching similar standards to others in their classes. Pupils with special educational needs often reach the standard expected nationally in mathematics and science, though they do so less frequently in English, chiefly because of weaknesses in writing and spelling.
2. Higher-attaining pupils reach very high standards in mathematical investigations, and several have been invited to take part in accelerated mathematics courses in the secondary schools they will join in September. The standards reached by average pupils in the school are also well up to nationally expected standards, and often higher. Their work is very accurate and they apply their knowledge well when solving problems. All pupils have clear and quick knowledge and understanding of basic number patterns, and can apply them well in solving problems. Pupils in a lower-attaining mathematics group during the inspection responded very well to outstanding teaching, and almost all were reaching the standard expected nationally in using and applying numbers, and patterns in numbers.
3. Standards in science are similar to those in mathematics. Average and higher-attaining pupils reach well above average standards in investigations, have very good understanding of scientific ideas and vocabulary, and make very good records of their work, illustrated well with charts and graphs. Almost all lower-attaining pupils reach the nationally expected standards in their work, though their writing is less well presented. Overall, standards in mathematics and science represent very good achievement from all pupils.
4. In English, standards are well above average overall. They are very high in speaking and listening, well above average in reading and above average in writing. Pupils' speaking and listening skills develop very well in response to teachers' skilled use of questioning in all subjects, and many pupils by Year 6 are very articulate in conversation, expressing themselves clearly and supporting points with evidence. Almost all pupils in Year 6 read fluently and accurately, and pay good attention to detail. Higher-attaining pupils read a wide range of demanding texts. Lower-attaining pupils, including those with special educational needs, have sound skills in using their knowledge of letter sounds and shapes to work words out, and understand what they read, although they are less confident in reading more advanced vocabulary. Standards in writing are above average, but less consistently so than in other aspects of English. Average and lower-attaining pupils have weaknesses in spelling, organisation, and sentence construction in much of their work, and the best work of some average pupils just reaches the standard expected nationally. Higher-attaining pupils reach well above average standards in their writing. Their work is well organised, with a very good range

of sentence construction and vocabulary, and includes some very good sustained writing in history.

Teaching is good, and very good in mathematics, science and the nursery.

5. Teaching was good or better in four-fifths of lessons seen, and satisfactory in the remainder. This represents an improvement in the proportion of good teaching since the last inspection, when there was also a small amount of unsatisfactory teaching. Good, and sometimes very good teaching, was seen from temporary and agency teachers and from newly qualified teachers as well as from the school's experienced, permanent staff. The contribution and support provided by teaching assistants is consistently good, and the best is excellent. Some teaching assistants are highly skilled in extending pupils' learning through discussion. Parents expressed high levels of approval of teaching to inspectors, with several strong tributes to individual teachers for their enthusiasm and commitment. There is very good teaching in individual lessons in all year groups and in all subjects. In the nursery, in mathematics and in science, the strongest features appear consistently, so that teaching in these areas is very good.
6. The school's good and very good teaching is based on good professional knowledge and understanding of subjects, and clear planning, with suitable learning goals for all pupils. Work is modified to meet the needs of pupils with special educational needs, who are also given sensitive and well-directed additional support. It provides good, and sometimes very good scope for higher-attaining pupils to deploy their learning skills in order to explore issues in depth. Lessons are conducted in an atmosphere of shared interest and enthusiasm, and classes are very well managed, with effective control and discipline where necessary. Relationships are good, and often a particular strength in work with younger pupils. There is much very effective teaching in the ICT suite with pupils from the nursery to Year 2.
7. The school's very good teaching in mathematics and science is based on very effective co-ordination that ensures good or better teaching in virtually every lesson. Teachers offer pupils a well-planned and consistent course of study in both subjects, that enables almost all to reach the nationally expected standard, and well over half to exceed it. Teachers in both subjects pay close attention to the development of key skills, and then ensure that pupils apply them in practical work and problem-solving activities. This ensures a consistently high level of challenge and interest in the work, and helps pupils develop speed and accuracy as well as understanding. Mathematics is well supported by data handling in ICT. Teachers during the inspection were making very good use of the National Numeracy Strategy's transition unit from primary to secondary schools, adapting it very well to the range of pupils' needs. Teaching in science combines very good investigative and experimental work with clear explanations of concepts such as life cycles, food chains and habitats. Pupils learn to record their work well, and to illustrate it with carefully drawn charts and graphs.
8. Learning in most lessons benefits from pupils' good attitudes and willingness to work. However, a minority of pupils and not always those with behavioural difficulties, do not behave and work as they should, unless they are very closely supervised by the teacher. In some classes, teachers do not deal firmly enough with this misbehaviour, and this causes some of the benefits of the strengths in their teaching to be lost. In a small minority of lessons, teaching is suitably planned, but teachers do not do enough to engage pupils in their work, and the pace is slower than it should be. Learning, as a result, is only just satisfactory. The best marking is very good, with clear correction and targets for improvement as well as praise for good work. A minority of marking,

however, is confined to positive statements, and does not pick up inaccuracies, even when they affect meaning.

9. The teacher, teaching assistants and parent volunteers in the nursery are highly skilled in forming effective teaching and learning relationships with children of this age. Their use of questioning and discussion is excellent, based on very clear understanding of how learning can be extended, and tapping very effectively into children's imaginations. Practical work, such as making pizza, develops very effective skills in weighing, measuring and mixing. Pupils enjoyed their experience of success, and one suggested making a huge pizza and selling it in a shop. There is a broad and interesting range of activities to promote early literacy and number work, with very good scope for higher-attaining pupils to extend their skills, for example by reading labels and instructions. Teachers make very good use of a wide range of resources, including books, computers and well-chosen broadcasts.

The headteacher and governors lead and manage the school well.

10. When the school was last inspected, the headteacher was providing good leadership, but the school development plan lacked detail, and the governors were not involved closely enough in the work of the school. Co-ordinators did not have enough responsibility for their subjects.
11. The governors' work to improve this situation has been hindered by high staff turnover, which has limited the number of teachers available to take up management responsibilities. Nevertheless, they have made steady progress, and the pace of improvement has increased rapidly since the appointment of the present headteacher, a little under three months before this inspection. Governors are now well organised and closely involved in all aspects of the direction of the school. They provide very good support to the headteacher and to staff. The new school development plan has a very good, clear format. It makes very effective provision for the full range of learning needs within the school, with detailed links to financial planning and training. The monitoring of teaching, using performance management procedures, has given the headteacher clear understanding of strengths and weaknesses in subjects and in the work of individual staff. Information from the process is used well in development planning. A permanent deputy headteacher was appointed immediately before the inspection, and allocated a suitable range of duties. A complete senior management team will be in place in September, and will be supported by co-ordinators for all subjects. The school is doing all in its power to address the remaining weaknesses in co-ordination.
12. Strengths in provision at the time of the last inspection have been maintained and extended. There is a strong sense of teamwork among all adults in the school, and teaching assistants and parent volunteers are deployed very effectively. The management of provision in the nursery, which is difficult because of its cramped room, takes full account of national guidelines and assessment procedures that have been introduced since the last inspection. Provision for special educational needs fully meets both the spirit and the letter of the revised Code of Practice. There is a clear and effective policy for race equality and inclusion, which is reflected in the very good racial harmony in the school and good achievement among pupils with minority ethnic backgrounds. While there are gaps in provision in some policies – for example, on risk assessment – these relate to procedures and systems, and the school is taking action to deal with them following feedback during the inspection. Financial management, which was sound at the time of the last inspection, has improved to reach a good standard, with clear indication of educational priorities and allocation of funds to meet them. While the full benefit of improvements in management since the last inspection

has been very recent, the good overall quality of the school's current management and leadership put it in a strong position to improve further.

Provision for pupils with special educational needs is very good.

13. While the proportion of pupils with special educational needs is below average, the number includes some whose behavioural difficulties are serious enough to pose a threat to their own and others' learning, and to put them at risk of exclusion. The school organises its provision for these pupils very well, providing additional support that enables them to take part in as many activities as possible, but not tolerating interference to other pupils' learning. In one assembly, for example, a pupil with behavioural difficulties who would not stop calling out was taken out briefly by a teaching assistant, who then brought the pupil back, and used pictorial support materials to enable the pupil to take part in the assembly without disturbing others. Other pupils played their part by making sure they were not distracted by the interruptions. This high level of support from the whole school community has enabled the school to avoid permanently excluding pupils in recent years.
14. Children's additional learning needs are assessed accurately soon after they begin in the nursery, and their progress is tracked carefully from then on. Assessment procedures are excellent. The co-ordinator for special educational needs uses a wide range of tests and assessments, and is quick to refer pupils to specialists outside the school wherever necessary. Parents and pupils are fully and effectively involved in the process. Individual education plans are comprehensive, with targets clearly expressed in straightforward English that makes it easy for teachers and teaching assistants to take account of them in their work. Teachers and teaching assistants know pupils with special educational needs well, and adapt work so that they can learn effectively in all subjects. Additional teaching is good, with very good teaching of patterns in letters and sounds, so that pupils learn to recognise new words automatically. Pupils with special educational needs grow in confidence as they move through the school. While some still have weaknesses with literacy in Year 6, they often reach nationally expected standards in other aspects of their work.

The quality of education in the nursery is very good.

15. All aspects of provision in the nursery are carefully planned to give children a very good start to their education and life in school. Although the classroom is small, it and the outdoor play area are very well organised. This ensures a very good balance of learning, and constantly engages children's interest. Teaching and learning activities take full account of national guidance, and are very well adapted to the range of pupils' learning needs. They are organised around a key theme – during the inspection, it was 'growth, gardens and change' – that enables teachers to make clear links between the learning involved in each activity. This approach produces an immediate and very positive response from the pupils, who settle very easily into school, enjoying their work, making friends and learning effectively.
16. Management and leadership in the nursery are excellent. The very high standard of teaching is based on strong teamwork among all adults, supported by the teacher's detailed briefing where necessary. Arrangements to assess and track progress, including that of children with special educational needs, are comprehensive and manageable. By the time they move on to the reception classes, pupils are confident in their learning and relationships, and have made very good progress in early literacy and number work.

Relationships and provision for pupils' personal development are good.

17. The school has maintained and extended its strengths in this area since the last inspection, and has adapted well to changes in its intake, including a higher number of pupils with behavioural difficulties. Relationships among pupils are very good throughout the school. They work and play happily together, co-operate very well when working in groups, and listen to each other's point of view in discussions. There is very good harmony among pupils from all ethnic backgrounds, and bullying is rare. By Year 6, pupils have a clear and instinctive understanding of the importance of treating the beliefs and values of other people with respect.
18. Good relationships between pupils and teachers are the result of careful planning to build pupils' confidence and to ensure that all are happy and involved in the school's work. Following their very good start in the nursery, pupils continue to build their confidence and learning skills consistently in the reception classes and Years 1 and 2. They develop good concentration, take increasing responsibility for their own learning, and form positive relationships with their teachers. This process continues in Years 3 to 6, although there are some lapses in relationships in individual classes, where a minority of pupils do not co-operate fully with their teachers. Relationships are very strong by Year 6, when pupils co-operate very well with their teachers in preparing to move to secondary school.
19. Provision for pupils' personal development is effectively based on the school's Christian values. Reward systems are carefully designed to provide equal opportunities for all pupils, to promote positive social attitudes and to help pupils develop a sense of right and wrong. There are good opportunities for pupils to reflect on major world issues in assemblies and in many of their lessons, and they receive effective and sensitive guidance in personal, social and health education lessons. Pupils have a good introduction to their own and to other cultures, and are well prepared for life in modern British society.

The school has a good working relationship with parents, and keeps them very well informed.

20. Parents are closely involved in all aspects of the life and work of the school. They support their children's learning by encouraging them and ensuring that they complete homework. Many also give valuable practical help. This includes voluntary support for teaching, which is often of very high quality as parents use their experience of bringing up children to promote good relationships with pupils and build their confidence. Parents help to run several after-school clubs, have obtained free computers for the new ICT suite, and contribute generously to fundraising activities.
21. The school keeps parents very well informed about their children's progress through detailed annual reports, parents' evenings and informal consultations. Parents told inspectors that teachers were 'always available and happy to be consulted'. There is very close co-operation with parents of pupils with special educational needs. The governors' annual report to parents and the prospectus are clearly written and informative; the new prospectus, which arrived in school during the inspection, is very well produced. There have been good improvements in the quality of information for parents since the last inspection.

WHAT COULD BE IMPROVED

Arrangements to assess and track progress are cumbersome, and are not used consistently.

22. Since the last inspection, the school has set up a detailed system of assessment and target setting in English, mathematics and science. The system does not cover all other subjects, however, and it is too elaborate for most teachers to use effectively with whole classes on a day-to-day basis. As a result, the quality of assessment varies greatly between classes and subjects, particularly in Years 3 to 6. Some subjects are assessed in great detail, while others are not touched. There is a particular weakness in procedures for setting targets for writing, which teachers write out by hand on individual cards for each pupil, a process which may have a teacher write out a very similar target several times in succession. While some teachers have taken great pains to keep targets up to date, targets in other classes during the inspection had not been revised for some months, so that they were of no practical use in promoting progress.

The teaching of writing is not consistently effective across the school.

23. The school has identified the need to improve standards and progress in writing, and has begun a programme of professional development for staff, in co-operation with the local education authority. This programme has been very effective in some classes, particularly where teachers have been closely involved in it. However, the high turnover of staff has prevented effective involvement of all teachers, and there are significant differences in the quality of writing, and its teaching, between classes. In some classes, for example, there is a clear and effective approach to helping pupils plan work and to technical aspects, such as spelling and punctuation. This is effectively reinforced by marking and targets. In others, there is no consistency in planning tasks to build up pupils' knowledge and understanding over time, and marking does not pay close enough attention to mistakes, even when pupils' writing does not make sense. In some classes, the National Literacy Strategy's framework is used in a way that leaves pupils with too little time to complete their written work to a good standard. The writing of children in the reception classes is limited to individual words, and they do not have enough opportunities to write simple texts for themselves. The use of writing in subjects is not planned consistently across the school.

Work in some subjects is not co-ordinated effectively.

24. The co-ordination of work in subjects was a weakness at the time of the last inspection. Since then, the school has introduced schemes of work for all subjects, and co-ordination is now very effective in mathematics and science. Arrangements to improve co-ordination further have, however, been held up by the high turnover of staff. This has had the dual effect of limiting the number of teachers who could take responsibility for subjects, and of making it very difficult to invest effectively in training, as so many staff were employed on short-term contracts. During the inspection, there were no co-ordinators in place for music or history, though appointments had been made for the beginning of the new school year. While it was not possible to assess the quality of co-ordination in every subject in this short inspection, available evidence indicated that it was satisfactory in most other subjects, though there were weaknesses in some aspects of co-ordination in English and ICT, chiefly in assessment and target setting.

A small minority of pupils do not co-operate fully with their teachers.

25. While most pupils behave very well and co-operate with their teachers, a small minority across the school do not pay close enough attention to what teachers are saying, and

do not do as they are asked quickly enough. These pupils are careful to keep their misbehaviour below a level that would attract the attention of senior staff, but their lack of co-operation wastes a significant amount of teaching time, spoils the otherwise good atmosphere of the class, and holds back learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In continuing their work to improve the school, the headteacher and governors should pay particular attention to the following points. The school has begun to take action on points (2) and (3).

(1) Improve arrangements to assess and track progress and to set targets, by:

- developing a manageable and efficient system that includes all subjects;
- ensuring that targets are reflected in day-to-day marking, and are kept up to date;
- monitoring the effectiveness of assessment as part of performance management procedures.

(Paragraph 22)

(2) Improve the consistency and quality of the teaching of writing, by:

- ensuring that all pupils have good opportunities to write, and enough time to complete each task to a good standard;
- developing a consistent approach to teaching writing in all subjects;
- improving the quality of marking, and ensuring that pupils use information from marking to improve their work.

(Paragraph 23)

(3) Improve the co-ordination of work in subjects, by:

- increasing opportunities for co-ordinators to contribute to professional development;
- setting clear targets for co-ordinators as part of performance management;
- establishing clear arrangements for the management of co-ordination in the new senior management team.

(Paragraph 24)

- (4) Improve arrangements to manage the behaviour of the minority of pupils who do not co-operate fully, by:
- ensuring that the school's behaviour policy is used consistently in all classes;
 - monitoring positive and negative patterns in behaviour more closely;
 - extending the use of targets for behaviour, and rewards for good behaviour.
- (Paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 27 |
| Number of discussions with staff, governors, other adults and pupils | 18 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 9 | 13 | 5 | 0 | 0 | 0 |
| Percentage | 0 | 33 | 48 | 19 | 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 three percentage points.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y11 |
|---|---------|----------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 27 | 371 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 7 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y11 |
|---|---------|----------|
| Number of pupils with statements of special educational needs | 0 | 4 |
| Number of pupils on the school's special educational needs register | 7 | 63 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 9 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 25 |
| Pupils who left the school other than at the usual time of leaving | 19 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 3.9 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.2 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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 | 27 | 25 | 52 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 24 | 27 | 27 |
| | Girls | 23 | 25 | 25 |
| | Total | 47 | 52 | 52 |
| Percentage of pupils at NC level 2 or above | School | 90 (91) | 100 (98) | 100 (97) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 26 | 27 | 27 |
| | Girls | 24 | 25 | 25 |
| | Total | 50 | 52 | 52 |
| Percentage of pupils at NC level 2 or above | School | 96 (91) | 100 (95) | 100 (98) |
| | 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 | 22 | 28 | 50 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 19 | 21 | 21 |
| | Girls | 27 | 27 | 28 |
| | Total | 46 | 48 | 49 |
| Percentage of pupils at NC level 4 or above | School | 92 (88) | 96 (88) | 98 (96) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 22 | 20 |
| | Girls | 25 | 24 | 28 |
| | Total | 41 | 46 | 48 |
| Percentage of pupils at NC level 4 or above | School | 82 (80) | 92 (89) | 96 (86) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British - Indian |
| Asian or Asian British - Pakistani |
| Asian or Asian British – Bangladeshi |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |
| Chinese |
| Any other ethnic group |
| No ethnic group recorded |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 273 | 9 | 0 |
| 2 | 0 | 0 |
| 14 | 0 | 0 |
| 8 | 0 | 0 |
| 0 | 0 | 0 |
| 10 | 0 | 0 |
| 0 | 0 | 0 |
| 4 | 0 | 0 |
| 3 | 0 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 8 | 0 | 0 |
| 0 | 0 | 0 |
| 20 | 0 | 0 |
| 6 | 0 | 0 |
| 5 | 0 | 0 |
| 16 | 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) | 11.5 |
| Number of pupils per qualified teacher | 32.3 |
| Average class size | 26.7 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 158 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 0 |
| Number of pupils per qualified teacher | n/a |
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 44 |

Financial information

| | |
|--|------------|
| Financial year | 2002-3 |
| | £ |
| Total income | 910,778.61 |
| Total expenditure | 900,888.76 |
| Expenditure per pupil | 2330.48 |
| Balance brought forward from previous year | 1836 |
| Balance carried forward to next year | 11725.85 |

| | |
|--------------------------------|------|
| Number of pupils per FTE adult | 10.8 |
|--------------------------------|------|

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|----|
| Number of teachers who left the school during the last two years | 14 |
| Number of teachers appointed to the school during the last two years | 11 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 3 |
| 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 | 425 |
| Number of questionnaires returned | 103 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 38 | 5 | 0 | 0 |
| My child is making good progress in school. | 42 | 49 | 7 | 2 | 1 |
| Behaviour in the school is good. | 28 | 62 | 7 | 3 | 0 |
| My child gets the right amount of work to do at home. | 27 | 44 | 19 | 5 | 4 |
| The teaching is good. | 49 | 44 | 4 | 2 | 2 |
| I am kept well informed about how my child is getting on. | 32 | 40 | 24 | 3 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 59 | 31 | 7 | 2 | 1 |
| The school expects my child to work hard and achieve his or her best. | 40 | 55 | 3 | 0 | 2 |
| The school works closely with parents. | 25 | 52 | 20 | 0 | 2 |
| The school is well led and managed. | 41 | 47 | 5 | 3 | 4 |
| The school is helping my child become mature and responsible. | 46 | 49 | 4 | 1 | 1 |
| The school provides an interesting range of activities outside lessons. | 42 | 47 | 9 | 1 | 1 |