

## INSPECTION REPORT

**WIDCOMBE C of E JUNIOR SCHOOL**

Bath

LEA area: Bath and North East Somerset

Unique reference number: 109259

Headteacher: Adrian Jones

Reporting inspector: Paul Nicholson  
25406

Dates of inspection: 3 - 4 June 2003

Inspection number: 246904

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Voluntary Aided <sup>1</sup>
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Pulteney Road Bath
Postcode:	BA2 4JG
Telephone number:	01225 310139
Fax number:	01225 318310
Appropriate authority:	The governing body
Name of chair of governors:	Martyn Bean
Date of previous inspection:	January 1998

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<sup>1</sup> Because Widcombe Junior School is a voluntary aided Church of England school the inspection of religious education and collective worship is carried out under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by the inspector approved by the Diocese and appointed by the governing body.

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Widcombe C of E Junior School is an average sized junior school situated close to the centre of the city of Bath. It serves an area with a wide range of social and economic backgrounds. Currently, there are 216 pupils on roll (104 boys and 112 girls) aged from seven to 11 years. Seven per cent of pupils are eligible for free school meals, which is below the national average. Less than 4 per cent of pupils speak English as an additional language, which is a bit higher than in most schools. Fourteen per cent of pupils come from ethnic minority groups. The school has identified 20 per cent of pupils as having special educational needs, which is similar to the national average. Five pupils have Statements of Special Educational Needs. When children enter Year 3, their attainment varies widely, but overall it is above that expected for their age.

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

The school provides its pupils with an acceptable education and has some good features. The overall quality of teaching is satisfactory, and often better. Pupils make satisfactory progress and achieve above average standards by the age of eleven in literacy and numeracy. The school is soundly led and managed. It provides satisfactory value for money.

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

- In the upper juniors, pupils make very good progress and achieve well above average standards in their reading.
- The school successfully promotes pupils' personal and social development within a caring environment.
- It fosters positive attitudes so that pupils are well motivated, well behaved and form good relationships with other pupils and with staff.
- The school provides pupils with a very good range of learning opportunities in 'the arts' and pupils do well in this area of the curriculum.

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

- The management of the school, by developing the roles of the senior management team, subject leaders and governors in the monitoring, evaluation and development of the work of the school.
- The planning of activities in subjects other than English, mathematics and the arts, so that the skills pupils need to learn are more clearly identified, taught and assessed.
- The links with parents, to improve further the quality of information provided and to raise parents' perceptions of the school.

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

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

Since the school's last inspection in January 1998, the school has been through a period of instability. There have been changes in the leadership of the school, and a large turnover in teachers. Consequently, the school has made only limited progress in addressing the key issues raised at that time. The three key issues: improving teaching and learning by developing the roles of teachers, improving long-term strategic planning and improving the involvement of parents, all remain as important areas for the school to develop. Following the appointment of a new headteacher in April 2002, the staff has worked hard to improve standards in literacy, numeracy and in pupils' behaviour, all of which had declined but have now improved. They are now beginning to address the outstanding issues from the last inspection.

## 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	C	B	B	B
Mathematics	C	B	B	B
Science	C	E	C	B

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

Inspection evidence indicates that by the end of Year 6, pupils achieve above average standards in the three core subjects of English, mathematics and science. In each subject, most pupils achieve Level 4, the expected standard for a typical 11-year-old. The above average standards are achieved because a greater proportion than is normally found go on to achieve the higher standard, Level 5. These standards compare favourably with those of similar schools<sup>2</sup>. Pupils read very well for their age because of particularly good progress in the upper juniors. Pupils' writing skills are good and they write in many different styles. They speak with confidence for their age and most listen attentively. Pupils have good numeracy skills and use them well to solve mathematical problems. They have a good understanding of relevant topics in science and apply this knowledge well when carrying out practical experiments. The 2002 test results show that pupils are about a term ahead of the majority of pupils of their age.

The school's results have been improving in line with the national trend. After a period when there was some underachievement, the pupils now reach satisfactory levels of achievement in the core subjects by the age of eleven. Inspection evidence confirms that the recent improvements seen in English and mathematics have been maintained in the current Year 6 and standards in science have risen. Pupils now make satisfactory progress in the core subjects as they move through the school. Their progress is, however, inconsistent and is better in some classes than in others.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, pupils have positive attitudes towards school and enjoy their learning. They show good levels of interest in their lessons.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is good. They are polite and friendly.
Personal development and relationships	Pupils' personal development is good. Their relationships with each other and with staff are positive.
Attendance	The pupils' attendance rate is above the national average.

The pupils' good behaviour and their positive attitudes and relationships are important strengths of the school and contribute to their satisfactory progress and to the ethos of the school.

<sup>2</sup> National Benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

*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.*

Overall, teaching is satisfactory and often better. It reflects the age and experience profile of the teachers, many of whom have been at the school for less than two years. During the inspection, just over half of the teaching was good, including examples of very good lessons and no unsatisfactory teaching was seen. The teaching of English, mathematics and science are sound although examples of good teaching were seen in all three subjects. Effective questioning and good classroom management enable pupils to make steady progress and by Year 6 maintain the good standards many had reached on entry to the school. However, at times, pupils would have learnt more easily if teachers had always provided a sustained focus on the key points of the lesson. In lessons that were satisfactory, there was a tendency for teachers to spend too long on introductions, thereby reducing the time available for pupils to consolidate or extend their learning. Teachers' on-going assessment in lessons promotes learning well but the quality of marking of written work is variable and does not always tell pupils what they should do to improve. The majority of good and very good teaching occurred in lessons that involved pupils' active participation, such as physical education, music, art and an English lesson where pupils were fully involved in a discussion. In these lessons, pupils' learning was good. They responded positively to the teachers' enthusiasm and good subject knowledge.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, this is satisfactory, including a clear focus on the teaching of literacy and numeracy. The curriculum meets statutory requirements and ensures pupils receive a satisfactory range of learning opportunities.
Provision for pupils with special educational needs	There is satisfactory provision for those pupils with learning and/or behavioural difficulties. They have satisfactory individual education plans and good levels of help from support staff. They make sound progress towards their individual targets.
Provision for pupils with English as an additional language	None of these pupils is at an early stage of acquiring English. They are as fluent in English as the other pupils and so the school currently makes no specific provision for them. They make satisfactory progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good. The school makes good provision for their spiritual development and their moral development. Overall, the provision for pupils' social and cultural development is good.
How well the school cares for its pupils	The staff take good care of their pupils. There are good procedures for child protection and for ensuring pupils' welfare.

The school's curriculum is a balance between strengths and areas to develop. There are particular strengths in the very good range of extra-curricular activities provided and in the school's provision for the teaching of the arts. It recognises the need to identify more specifically in other subjects the key skills that require teaching and assessing. The school is successful in making sure that it includes all its pupils in everything it offers.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership. He has a clear vision for the school. The acting deputy headteacher ably assists him. They are introducing sound strategies to help the new staff team develop their management roles.
How well the governors fulfil their responsibilities	The governing body is supportive of the school. It successfully fulfils its statutory responsibilities. Governors satisfactorily monitor spending and are developing their role in monitoring the work of the school and in shaping its direction.
The school's evaluation of its performance	The new headteacher has introduced clear strategies for evaluating the work of the school.
The strategic use of resources	The school makes satisfactory use of the funds it is given and ensures sufficient resources are available. It satisfactorily applies the principles of 'best value' to its decision making.

The governors and headteacher recognise the need to develop further the management of the school. The school has correctly identified as areas for improvement: the development of the roles of the subject leaders and governors, together with a clearly focused school improvement plan.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventeen parents attended a meeting with inspectors and 77 parents (36 per cent) completed questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Members of staff are approachable.</li> <li>• The school expects children to work hard and do their best.</li> <li>• The range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• The school working more closely with parents.</li> <li>• Information on children's progress.</li> <li>• The amount of homework.</li> <li>• Children's behaviour in school.</li> <li>• Children's rate of progress in lessons.</li> </ul>

Inspection evidence supports the positive views of the majority of parents. A significant minority of parents had a range of concerns. The most common are shown above. Inspectors found that communications between school and home have recently improved but agree that the school needs to improve further the information it gives to parents, particularly on children's progress. Parents need clearer guidance on when and how much homework teachers give to ensure a consistent approach across the school. Overall, pupils make satisfactory progress in their learning but there are inconsistencies in the rate of progress. The school is aware of these and is taking satisfactory measures to improve the quality of learning. Inspectors found pupils' behaviour to be good, although a very small number of pupils find it difficult to maintain this high standard. The school has taken adequate measures to support these pupils and encourage good behaviour.

## **PART B: COMMENTARY**

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

**In the upper juniors, pupils make very good progress and achieve well above average standards in their reading.**

1. Standards in reading by the end of Year 6 are well above average because pupils make very good progress in developing their reading skills in the upper juniors. By the age of 11, almost all pupils achieve Level 4, the expected standard for their age and almost three-quarters go on to achieve the higher standard, Level 5. Pupils read increasingly demanding text with confidence and good fluency. They have a good awareness of why a writer uses particular words and phrases and recognise the difference between fact and opinion. Pupils confidently use features such as an index and skimming text when looking for information.
2. The English subject leader, who provides good subject knowledge and committed leadership, has introduced a range of initiatives that have successfully raised standards in reading. Systematic assessments of pupils' progress identify any pupils with specific difficulties who are then given good quality additional support from the school's special educational needs co-ordinator and learning support assistants. For other pupils, teachers use the careful pinpointing of pupils' achievements in a range of reading skills to identify learning programmes that focus on individual needs. As well as developing reading skills, such as phonics and comprehension, in literacy lessons, additional time is given for guided reading groups. These provide opportunities for pupils to discuss skills, such as deduction and recognising inference. Pupils make good use of reading diaries to record the books they have read and to discuss their likes and dislikes. These developments have had a positive impact on increasing pupils' attainment. Consequently, older pupils have made good, and in some cases very good, progress in reading over the last year.

**The school successfully promotes pupils' personal and social development within a caring environment.**

3. The school provides pupils with a caring and supportive environment in which to learn. It has maintained the good levels of care and the wide range of opportunities to promote pupils' personal development noted at the last inspection.
4. Staff are caring, know their pupils well and respond quickly and sensitively to their personal needs. The school's child protection practice and procedures for health and safety are good. The headteacher, the designated child protection officer, is knowledgeable in child protection issues and keeps other staff well informed of relevant matters. Supervision at break times is good. There are good arrangements, including three members of staff with relevant first aid training, to look after any pupils who might be unwell.
5. The school makes good provision for pupils' personal development and the majority of parents feel the school helps children to mature and become more responsible. Assemblies, some of which are taken by leaders of local Christian churches, promote pupils' spiritual development well. During the inspection, a whole-school assembly provided opportunities for pupils to think about the theme of 'listening'. Good opportunities for reflection also arise in lessons, for example, when pupils in a science lesson were given time to reflect on how trees produce their seeds.

6. Pupils' moral development is good and staff provide positive role models for pupils. No opportunity is missed to remind pupils about being caring for one another. In lessons, there are high expectations of behaviour and that pupils will share materials and take turns. Pupils develop a clear understanding of right and wrong and are aware of expectations of work and behaviour, as outlined in their 'golden rules'. The school has very recently introduced clear strategies for encouraging good behaviour. Pupils are beginning to understand the importance of these and the 'behaviour zones' intended to eliminate any anti-social behaviour but it is too soon to judge their overall effectiveness. However, parents and staff report an improvement in pupils' behaviour following a dip since the last inspection.
7. The school provides a good range of opportunities for pupils' social development. The very good range of extra-curricular activities helps pupils to develop their skills as well as their self-confidence through well-attended clubs that include sport, music, art and drama. The annual programme of residential visits for pupils in Years 4 to 6 provides pupils with very good opportunities to develop personal and social skills, including self-reliance, independence and co-operation. Pupils enjoy the school camps and see them as a highlight of their time at school. In lessons, pupils often work in pairs and small groups to encourage co-operation. The school is keen to develop this area further. It intends to introduce more regular opportunities for pupils to take responsibility and be involved in the day-to-day running of the school with, for example, the introduction of a school council. There are good links with a local special school, which include joint activity days that benefit the social development of both sets of pupils.
8. The provision for pupils' cultural development is good overall. They learn to appreciate cultural traditions through the very good range of visits planned to broaden their horizons. These include visits to theatres and art galleries as well as pupils' involvement in the Bath Festival, a local kite flying festival and sports tournaments. Pupils' understanding of the cultures and traditions of other countries is developed through the curriculum, including topics on aboriginal art and life in India. The development of pupils' understanding of multicultural Britain is, however, limited.

**The school fosters positive attitudes and so pupils are well motivated, well behaved and they form good relationships with other pupils and with staff.**

9. Pupils develop positive attitudes because of the school's caring environment. Most enjoy school and their rate of attendance is above the national average. Pupils show good levels of interest, particularly in lessons where the teaching is good and they are actively involved. For example, younger pupils maintained good levels of concentration during an athletics lesson and older pupils responded well to the teacher's high levels of expectation in an art lesson. In the main, pupils are attentive and eager to please. Their behaviour is good in lessons and on the playground. Pupils are polite and well mannered and show respect for others and for property. They develop good relationships with other pupils and with adults in the school. They co-operate well when working in pairs and in small groups, for example, when experimenting with air resistance in science. Their positive attitudes and good behaviour, together with the good relationships within school, are important strengths of the school. These make a positive contribute to the purposeful atmosphere within the school and support pupils' learning.

**The school provides pupils with a very good range of learning opportunities in ‘the arts’ and pupils do well in this area of the curriculum.**

10. Overall, the school continues to provide an adequate range of learning opportunities as seen at the last inspection. Currently, it includes areas to develop (see paragraph 17) and some very clear strengths. The headteacher, staff and governors have been keen to build on the school’s tradition for work in the arts. There are high levels of commitment from teachers, support staff and parents, which supports this aim. As a result, the school has been successful in providing a wide range of very good quality opportunities for pupils in subjects such as music, art and design and drama. Consequently, pupils do well in these subjects. The school’s success in this area is clearly illustrated by its recent achievement in gaining an Arts Council Arts Mark Gold Award. Important features of the school’s provision for the arts include a good range of visits to local theatres, participation in local festivals and a good range of visiting performers.
11. The school’s very good scheme of work for art and design outlines a clear progression in the development of pupils’ practical skills. This was evident in lessons observed during the inspection and in the many good quality displays of pupils’ artwork from around the school. For example, pupils in Year 3 used good techniques in their relief paintings of mythical monsters and after careful observations produced very good watercolours of plants. In Year 4, pupils further develop their sketching and painting skills, for example, when drawing views across local waterways and memories from their residential visit. The good quality of teaching in art and design was well illustrated in lessons observed in Years 5 and 6. In both lessons, teachers paid particular attention to developing pupils’ skills. Consequently, pupils made good progress in improving the quality of their stroke work and perspective. In one lesson the very good use of pupils’ sketchbooks as a source of ideas helped to consolidate previous learning very effectively. Outside lessons, pupils develop their skills and interest in art by attending either of the two art clubs. Currently, pupils who attend one of the clubs use balsa wood and other materials to create scenes depicting St Francis and his ‘feathered friends’.
12. Pupils benefit from very good opportunities in music. An effective scheme of work provides teachers with clear guidelines on developing pupils’ understanding and skills. This was illustrated during the inspection in a music lesson for younger pupils. The teacher’s good subject knowledge and the very effective use of a learning support assistant resulted in pupils making good progress in playing the recorder. As a result, they have a good understanding of formal notation and perform well, covering a range of notes. Very good teaching and high expectations in a choir practice for all pupils in Years 3 and 4 resulted in pupils singing with great enthusiasm and joy, and with considerable expertise. In addition, the school offers pupils a very wide range of activities outside lessons. These include clubs for guitar, drums, orchestra, street dancing and drama. Over 30 pupils take part in the school’s outstanding ‘Blues Band’. This brings together musicians from across the school, including guitarists, violinists, brass players, percussionists and singers. They play to a very high standard with great enthusiasm and enjoyment. There are very good relationships between members of the band, staff and pupils, which contribute greatly to these pupils’ social development.

## WHAT COULD BE IMPROVED

### **The management of the school, by developing the roles of the senior management team, subject leaders and governors in the monitoring, evaluation and development of the work of the school.**

13. At the time of the last inspection, the school was satisfactorily led and managed. The key issues for action included: developing the roles of the senior managers, subject leaders and governors in long-term; whole-school planning; monitoring and evaluating teaching and learning. Since that time, the school has been through a period of instability. There have been changes in the leadership of the school, including a period under the leadership of a temporary headteacher followed by the appointment of the current headteacher in April 2002. There has also been a large changeover in teachers, which has seen the appointment of several newly qualified teachers over the last two years. Consequently, the school has made only limited progress in addressing the key issues identified at the last inspection.
14. The new headteacher has a clear vision of how to improve the school and has introduced several important new initiatives in a relatively short time. In consultation with staff, governors and parents, he has renewed the school's vision statement and reviewed and amended the school's aims. He has established long-term strategic goals and introduced a new behaviour policy. Currently, the headteacher is well supported by the acting deputy headteacher, who provides good leadership in English. Together, they have satisfactorily monitored teaching and learning in English and mathematics and this is beginning to have a positive impact on the quality of teaching, particularly in English. The lack of a settled senior management team and the high turnover in teachers has limited the development of the various management roles within school. The school has correctly recognised the need for a senior management team to have a collective role in monitoring and evaluating the school's performance and in the development of key aspects such as the curriculum and the assessment of pupils' progress. The headteacher intends to set up such a team following the appointment of a permanent deputy headteacher. The school has identified the importance of maintaining current staffing levels despite a recent fall in pupil numbers. The current large budget surplus is intended for this purpose.
15. While more experienced teachers, such as the subject leaders for English and mathematics, have monitored teaching and learning and provide good role models, other teachers have only limited experience of leading a subject. The school has begun to develop their roles and they have started to review policies and schemes of work and to develop action plans for improving their subjects. Their involvement in monitoring teaching and learning is limited. The school correctly identifies the need to develop their range of strategies for monitoring and evaluating classroom practice and pupils' learning to improve the overall quality of teaching.
16. The governing body is supportive of the school. It successfully fulfils its statutory responsibilities by ensuring all legally required documents and policies are in place. The governing body meets regularly and has an appropriate structure that includes committees for finance, staffing and communications. Governors satisfactorily monitor spending and have improved their involvement in strategic planning. They have introduced individual links with subject leaders as a way of developing their knowledge and understanding of the work of the school. However, these links are at an early stage of development and a wider range of strategies are required to ensure governors gain a clear understanding of the strengths and weaknesses of the school. Their involvement in strategic planning has improved since the last inspection. Governors and staff have been satisfactorily involved in the preliminary process of forming a

school improvement plan. This now needs to be completed to provide a clear guide to whole-school priorities for improvement.

**The planning of activities in subjects other than English and mathematics and the arts, so that the skills pupils need to learn are more clearly identified, taught and assessed.**

17. Overall, the school provides pupils with a satisfactory range of learning opportunities. Pupils study religious education and all the subjects of the National Curriculum. Statutory requirements are fully met and sufficient emphasis is given to the national strategies for literacy and numeracy. The learning opportunities for music and art are effective and support good learning in the arts. The school is aware that its provision for other subjects requires updating as it concentrates upon acquiring knowledge rather than developing skills. The specific skills to be developed in each unit of work have not been identified, nor the ways in which these skills build on from those which pupils have already learned. Because there is no clear focus on the skills to be learned, teaching is less effective as tasks do not always closely match the needs of individual pupils. The lack of relevant assessment procedures that record pupils' progress in attaining knowledge and skills makes it difficult for teachers to assess accurately the precise levels pupils have reached and what they need to learn next. The use of information and communication technology to support pupils' learning is not fully developed across the school. Opportunities to use and develop computer skills have not been identified in all subjects, though good use of graphics programs was noted in art and design.

**The links with parents, to improve further the quality of information provided and to raise parents' perceptions of the school.**

18. Evidence from the inspection, including an analysis of parents' views taken from the both the pre-inspection questionnaire and the meeting held with inspectors, shows that the majority of parents are satisfied with the quality of education provided for their children. Parents support their children's learning and the school through helping in the classroom, supporting learning at home and through fund raising by the parent-teacher association. However, a significant minority of parents has concerns over a wide range of aspects. A number of parents, ranging from between eight and 41 per cent of those who responded, expressed concerns over each of the areas covered in the parents' questionnaire. In the main, parents were critical of the school's systems rather than of the headteacher and staff. The school has not fully addressed the key issue from the last inspection on links with parents.
19. The school has recently improved the quality of information given to parents and has made a concerted effort to involve them more directly in new initiatives. There are recently introduced regular newsletters which provide good quality information on what is happening in school, calendar dates and, for example, detailed explanations of the school's new behaviour policy. However, inconsistencies remain in other forms of information requested by parents. Information on what pupils are to learn is not sent out regularly in all year groups. Annual written reports on pupils' progress are good overall but not all provide clear information on the standards that pupils have achieved and whether it is at the nationally expected level for their age. Some, but not all, include helpful targets on what pupils are to learn next.
20. Parents' views on homework varied greatly, with some wanting more while others felt there was too much. Some parents were unsure when and how much homework was given while others spoke of useful homework diaries that provided this information.

The biggest frustration for parents is the inconsistency they notice between classes and the lack of a clear, agreed policy.

21. A small number of parents expressed concerns about the behaviour of pupils but inspection evidence found this to be good. The very small number of pupils with behavioural difficulties receives good support from staff and there is a good range of strategies in place to encourage their good behaviour. Other parents expressed concerns about their children's rate of progress and lack of challenge for younger pupils. There was some evidence in the analysis of pupils' previous work to support their concerns. The school is aware of the need to ensure that pupils make the best possible progress and is currently investigating ways of improving both the quality of teaching and the information it has on what pupils know and can do.
22. The new headteacher has introduced several new initiatives to help improve the information given to parents and to improve their perspective of the school. While some parents appreciate the more open approach to leadership, the school still has much to do to win the full confidence of its parents.

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

23. In order to further improve the quality of education provided by the school, the governors, headteacher and staff should now:
  - (1) improve the management of the school by:
    - developing the roles of the senior management team in monitoring and evaluating the work of the school;
    - developing the roles of subject leaders and the range of strategies they use to monitor and evaluate their subjects;
    - developing the roles of governors, to improve their understanding of the work of the school;
    - providing clear priorities for whole-school development to steer future improvements;
  - (2) improve planning in subjects other than English and mathematics and the arts by:
    - ensuring the skills pupils need to learn are more clearly identified, taught and assessed;
    - identifying opportunities to use information and communication technology to support pupils' learning;
  - (3) improving the links with parents by:
    - improving the quality of information given to parents on what is taught and on children's progress;
    - raising parents' perceptions of the school by looking for ways to increase their involvement in the life of the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	1	7	7	0	0	0
Percentage	0	6	47	47	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 six percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	216
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

#### Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	43

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	26

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	33	27	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	27	30
	Girls	24	21	26
	Total	45	48	56
Percentage of pupils at NC level 4 or above	School	75 (74)	80 (77)	93 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	29	30
	Girls	24	22	25
	Total	48	51	55
Percentage of pupils at NC level 4 or above	School	80 (84)	85 (79)	92 (74)
	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	184	0	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	1	0
Chinese	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	1	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: Y3– Y6**

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	22.5
Average class size	27

#### **Education support staff: Y3 – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	99

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-02
	£
Total income	465,350
Total expenditure	432,349
Expenditure per pupil	1,913
Balance brought forward from previous year	22,883
Balance carried forward to next year	55,884

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7.5
Number of teachers appointed to the school during the last two years	6.9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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 36%**

Number of questionnaires sent out	216
Number of questionnaires returned	77

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	48	8	1	0
My child is making good progress in school.	30	45	17	3	5
Behaviour in the school is good.	20	55	13	9	3
My child gets the right amount of work to do at home.	20	45	30	5	0
The teaching is good.	25	57	12	1	5
I am kept well informed about how my child is getting on.	19	42	31	8	0
I would feel comfortable about approaching the school with questions or a problem.	43	45	8	3	1
The school expects my child to work hard and achieve his or her best.	42	44	8	3	3
The school works closely with parents.	19	36	36	5	4
The school is well led and managed.	34	39	10	4	13
The school is helping my child become mature and responsible.	28	50	7	1	14
The school provides an interesting range of activities outside lessons.	38	51	6	4	1