

# INSPECTION REPORT

## **DUKE OF BEDFORD SCHOOL**

Thorney

LEA area: Peterborough

Unique reference number: 110705

headteacher: Mrs A Allgar

Reporting inspector: Laura Sparrow  
19382

Dates of inspection: 7 – 9 October 2002

Inspection number: 247032

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: Community

Age range of pupils: 5 to 11 years

Gender of pupils: mixed

School address: Wisbech Road  
Thorney  
Cambridgeshire

Postcode: PE6 0ST

Telephone number: 01733 270243

Fax number: 01733 271004

Appropriate authority: The governing body

Name of chair of governors: Mr P Smart

Date of previous inspection: 10 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19382	Laura Sparrow	Registered inspector
9714	David Blanchflower	Lay inspector
2779	Jim Billington	Team inspector

The inspection contractor was:

Staffordshire and Midlands Consortium  
The Kingston Centre  
Fairway  
Stafford  
ST16 3TW

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

### **INFORMATION ABOUT THE SCHOOL**

The Duke of Bedford Primary is an average size primary school, with boys and girls from five to 11 years. Currently 206 pupils attend and are taught in single age classes. The school draws pupils from the village of Thorney and its outlying areas. The local community has many privately owned, as well as rented, properties. There is no nursery class, but many of the children in reception have experience of pre-school playgroups. Most children start school with an average level of attainment, but their skills range from well above to below those expected for their age. A majority are not five until the summer term. Nearly a third of the pupils (well above the national average), are placed at a stage on the special educational needs register. As a result of early identification in the infants, most are given additional help for literacy and numeracy. There are only two pupils with a statement of particular need, for speech and language or emotional and behavioural difficulty. All the pupils, including a few from a minority ethnic background, speak English as their first language. About twelve per cent of the pupils have an entitlement to free school meals, which is close to the national average.

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

This is a good, effective school with some very good features. The headteacher and senior staff provide very strong leadership. Along with very good support from staff and governors, they have created a climate in which the school constantly evaluates its work and seeks to improve. As they proceed through the school the pupils make good progress both in their work and in their personal development and behaviour. The teaching is having a very good impact on the pupils' learning and their individual achievements. This is resulting in standards improving. Arrangements for including all pupils in the life of the school, and promoting equal opportunities and racial harmony, are good. The school provides good value for money.

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

- The pupils make good progress as they move through the school and attain good standards in English, mathematics and science and other subjects.
- Teaching is generally good, sometimes very good and staff have high expectations. High standards in work and behaviour are well promoted by the school and this enables pupils to make good progress.
- The pupils' relationships and personal development are very effectively promoted and this makes a strong contribution to their attitudes to learning.
- Very good provision is made for pupils' spiritual, moral, social and cultural development, and for their care and welfare.
- The very strong leadership of the headteacher, effectively supported by the deputy headteacher, staff and governor enables pupils to have many opportunities to achieve as well that they can.
- Parents are pleased with the school and feel that their children are very well served by it.

## What could be improved

- A broader range of strategies used by teachers to promote higher levels of independence in pupils' learning.
- More extensive opportunities for pupils to apply their skills in carrying out research and undertaking investigative work across the curriculum in order to raise standards further.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its previous inspection in November 1997 the school has achieved a good level of improvement. There has been a gradual rise in the standards achieved by the oldest pupils, especially more able ones. Rising standards reflect the improved teaching found at this inspection, with a higher proportion of good and very good lessons. Behaviour, which was previously judged good, is now very good, as is the pupils' spiritual, moral, social and cultural development. The leadership and management, while previously judged to be very good, has continued to strengthen through the effective contribution of the senior management team. This, together with the clear commitment of a strong staff gives the school a good capacity for further improvement. Assessment of pupils' progress in all subjects is now good. The teaching of information and communication technology (ICT) has improved with the addition of enhanced resources in the ICT suite. There is now very good outdoor provision and good curriculum planning for children in the Foundation Stage. The school meets all requirements for collective worship. The key issues from the last inspection have been addressed effectively.

## STANDARDS

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

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

**Key**

well above average    A

above average        B

average                below    C

average                D

well below average    E

<sup>1</sup>*Foundation Stage: education before Year 1; in this school it means the reception class.*

Pupils' test results at age 11 have shown a steady improvement over recent years in line with the national trend. In 2001, standards were well above the national average in English and science, and above average in mathematics. Compared to schools of a similar type, it is the same picture. The school exceeded its challenging target for improved results in English, but fell just short of its target for mathematics. Test results in 2002 indicate that standards in mathematics and science have risen further, but fell slightly in English, due to a lower score by a pupil who did not perform as expected. The work seen during the inspection is demanding and generally of a good standard. Pupils of all ability levels, including those with special educational needs, have achieved well when their earlier attainment is taken into account. The pupils' work generally compares well with that found in similar schools. Examples of work undertaken by pupils aged seven to 11, in English, mathematics, science, history, geography and art is generally of good quality. The school is on course to meet its challenging targets for 2003.

In tests taken by seven year olds in 2001, standards were in line with the national average in writing, and above the national average in reading and mathematics. Compared to schools of a similar type, standards were in line with the national average in writing, and above average in reading and mathematics. Standards in science, based on teachers' assessments, were below the national average. Test results in 2002 indicate that standards in science rose to the national average, but fell below in reading, writing and mathematics. Assessment information collected on these pupils just after their admission to reception shows, however, that they made good progress overall, based on their earlier attainment. The work seen during the inspection is of a good standard in mathematics and English, especially in writing. Other work in science, history, geography and art and design is also of good quality. Set against their attainments upon starting at the school, pupils of all abilities, including those with special educational needs, are achieving well. This is also the case for the children in the Foundation Stage, where most in the reception class are likely to achieve the national early learning goals that are expected of them at the end of the Reception Year.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. The pupils enjoy coming to school, take great interest and pride in their work and are enthusiastic in their lessons.
Behaviour, in and out of classrooms	Very good. The pupils are very sociable and respectful to each other and adults. Their relationships within the school community are very good. By always holding doors open for each other, and speaking together politely, they show high levels of courtesy.
Personal development and relationships	Very good. Pupils are encouraged to help out as 'buddies' at playtime, where they demonstrate high regard for each other. They work well independently. The Pupils' Forum encourages their understanding of decision making.
Attendance	Very high. It is well above the national average.

Pupils' positive attitudes, very good relationships and very good behaviour are strengths of the school. These features make a significant contribution to the good progress that all the pupils make and the standards that they achieve.



## 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 is good overall. In the Foundation Stage, the teacher's good knowledge of the needs of children under five, combined with careful planning, and high expectations of what young children can achieve, results in them making rapid gains in learning. All children, including those with special educational needs and high achievers, make good progress. In infant classes, the quality of teaching is good. In junior classes, teaching quality is good overall, and often it is very good. Teachers consistently have high expectations, plan tasks that are well matched to pupils' different levels of understanding and they use time and resources very effectively. Lessons are well planned and what is intended for the pupils to learn is emphasised at the beginning and end. As a result, pupils are clear about what they need to do and why. Through good questioning and interesting discussions, teachers place high demands on pupils to deepen their understanding. There is very good provision for both pupils with a statement for special educational needs and for pupils identified with special needs in literacy and numeracy, who are identified quickly and supported well. Support staff are well managed and deployed and play a significant part in helping their target groups to make good progress. Literacy and numeracy skills are taught well across a range of subjects and are having a beneficial effect on standards. Pupils write autobiographies of famous people, for example, for a study of the Victorians in history. In some classes, however, not enough time is given to pupils to engage in research and investigational work, use ICT to carry out tasks, or to write at length. This slows the development of their independence in learning, particular for higher achievers, and does not make full use of all of their skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Good attention is given to pupils' personal and academic development. The curriculum is well balanced between basic skills in English, mathematics, science, ICT and a wide range of interesting activities in the other subjects. Extra-curricular activities and educational visits are very helpful in extending pupils' awareness and understanding.
Provision for pupils with special educational needs	Very good. Teachers plan work matched to these pupils' learning needs. Support staff give good quality, targeted support to groups in literacy and numeracy and other subjects. As a result, all pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school promotes pupils' personal, social and moral development very well. Effective provision is made for spiritual and cultural development through a range of visits, visitors and activities.

<b>Aspect(Cont.)</b>	<b>Comment(Cont.)</b>
How well the school cares for its pupils	Very good. Teachers know their pupils very well and give them good levels of support. Identification and checking on progress of pupils with special educational needs is very careful. Racial equality is well promoted, through assemblies and "reflection time". There is a strong commitment to child protection.

The school has developed a very good learning environment in classrooms and in its grounds, which it uses very effectively to teach a broad and rich curriculum. Parents are very appreciative of the care the school gives and how well positive attitudes towards others are promoted.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very clear direction for the school's improvement. She is determined that pupils achieve their best and are given high quality provision. The headteacher and senior staff have established an effective working relationship with pupils, staff and governors which generate high expectations for success.
How well the governors fulfil their responsibilities	Very well. Governors are well informed, keep a good check on developments and are aware of the positive impact of financial decisions taken. They are linked to a class and have a good understanding of the effectiveness of this school. A large budget surplus is being used to fund a range of building projects and good quality facilities.
The school's evaluation of its performance	Very good. The senior management team have a clear picture of the school's strengths and weaknesses, keeping staff and governors well informed. A good system for setting targets and tracking progress is helping to raise standards.
The strategic use of resources	Very good. Decisions about spending on staffing and resources are made carefully. There are good systems in place to make sure that the school obtains the best value possible from its services and purchases.

The school is very effectively led and managed. Strong team work between the headteacher, the governing body, and the staff is a key feature of school's continued improvement. The headteacher successfully enables teachers to carry out their management roles effectively. The school's system for self-evaluation is very good. It contributes significantly to improvements in the quality of teaching and pupils' standards. The school and governors apply the principles of best value to their decisions wherever possible.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children make good progress, gain in confidence and move forward successfully. Pupils' achievement is good by the time they leave the school.</li><li>• Attitudes and values are promoted in a very positive way so that pupils are very polite and behaviour is very good.</li><li>• The school is well led, is striving to move forward and at the forefront of new developments such as ICT.</li></ul>	

Parents are very pleased with their children's progress, their achievements, and the way in which the school promotes good attitudes and values.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress as they move through the school and attain good standards in English, mathematics and science and other subjects.**

1. All children are admitted to the reception class in September. A majority are not five until the summer term. The children enter with generally average levels of attainment and make good progress because of the good quality teaching and provision which they experience over the year. Teachers' assessments undertaken in reception early during the autumn term, show that the children's attainment is broadly average, but ranges from very high to below that found nationally. By the time they are five, most children attain average standards in the six areas of learning. Many attain above average levels in language and literacy and mathematical development. This is due to the school's good provision including outdoor areas for learning for children under five, a good quality curriculum which is well matched to their needs, good quality teaching, high expectations and effective help from skilled support staff.
2. Pupils make generally good progress throughout the school. By the age of seven and 11 the pupils attain good standards in reading, writing, mathematics and science. This progress is a result of good teaching and well planned lessons where support staff work with targeted groups of pupils. The school's implementation of the National Literacy and Numeracy Strategies has made a positive impact on the standards pupils attain in English and mathematics.
3. Pupils' work seen during the inspection broadly confirms the 2001 national assessment results. In English lessons, the pupils listen attentively and are keen to share their ideas and suggestions and to give their opinions in discussions. Opportunities to extend speaking and listening skills are well used in all subjects of the curriculum and during "reflection time" after assembly. For example, they sensitively explore the concept of *inclusion* through discussion of the story of "Jesus and the leper". Teachers work hard to extend the pupils' vocabulary. Children in reception are able to talk about the features of books, handle them with care, and know that words carry meaning. Younger pupils acquire good skills in using letters and sounds, and effective strategies to tackle new words. All the pupils enjoy books and respond well to encouragement by the school to read for pleasure. In reception, children can make marks and attempt to form letters. In Year 2, they learn how to alter verbs in order to write stories, for example, by adding 'ing' or 'ed' and quickly develop a neat, joined-up handwriting. This has a positive effect on standards. The pupils write for a wide range of purposes, including stories, postcards, poems, play scripts, and accounts. For instance, in a piece about the fire of London a pupil in Year 2 wrote, "*At midnight Thomas forgot to clean out the oven then a sparkle came out and lit a flame.*" In Year 6, the pupils can write fluently about Gandalf in the style of '*The Hobbit*'. While word processing on the computer in the ICT suite, they use dialogue effectively and punctuate accurately.
4. In mathematics, pupils attain particularly well in number work. This results from good quality teaching with activities which are well matched to pupils' different abilities. Pupils enjoy oral work and respond well to teachers' questions using mental strategies. In reception, the children can recognise numbers to ten and attempt to place them correctly on a number line,

with help from the teacher. In infant classes, their growing knowledge of number bonds helps the pupils to calculate accurately. In Year 2, pupils are able to recognise a range of shapes such as cubed, cylinder and triangular prism, and can count their edges and faces correctly. In junior classes, pupils can round numbers effectively to the nearest ten and hundred, and can construct graphs using co-ordinates to record temperatures they have measured at minute intervals. Their knowledge of tables is good. Pupils in Year 6 are able to identify factors very quickly and can calculate the area of right-angled triangles confidently. Good quality teaching, with many well planned opportunities for practical work, have a positive effect on progress. However, more opportunities are needed in some classes for pupils to apply their understanding of mathematical ideas to problem solving both in mathematics and in science investigational work in order to raise standards even further.

5. Pupils' very positive attitudes to learning and very good behaviour make a major contribution to the good progress all pupils make and the standards they achieve.
6. The special educational needs co-ordinator (SENCO) has been effective in ensuring that the school follows the requirements of the new Code of Practice. Pupils with special educational needs generally make good progress and are well supported in their learning. Teachers know their pupils well and understand how to support pupils with special educational needs effectively. They plan a range of activities that are well matched to these pupils' needs and that enable them to cover the class work successfully. Support staff are well deployed and they work skillfully with targeted individuals.
7. Gifted and talented pupils are taught mathematics in the class above, encouraging them to work at suitably challenging levels from Years 2 to 5. In Year 6, they are given opportunities to work in small groups with their teacher on solving problems in mathematics and science. All these measures contribute to pupils with special educational needs making good progress across the school.
8. Targeted pupils receive effective support for their reading and writing on a regular basis. Many pupils know their personal targets and work hard to achieve them. Parents are involved in reviewing their children's progress and informed about their new personal targets at the start of the school year. Information is shared between teachers and parents in a comments book and a "drop in " session on Thursday evenings. The work done with individual pupils has a positive effect on their levels of confidence and contributes well to their progress in learning and standards.

**Teaching is generally good, sometimes very good and staff have high expectations. High standards in work and behaviour are well promoted by the school and this enables pupils to make good progress.**

9. Twenty lessons, or part lessons, were observed during the inspection. All class teachers were seen teaching. The quality of teaching was good overall; a quarter was very good and the remainder was satisfactory. It has improved since the previous inspection where the proportion of very good teaching was smaller and a few unsatisfactory lessons were seen. Work in the reception class is planned around the six areas of learning for the Foundation Stage at the start of the year but then is linked effectively to the National Literacy and Numeracy Strategies and the National Curriculum during the summer term. There is a strong emphasis on the key skills in literacy and numeracy in all lessons across all subjects, which promotes pupils' progress well.

10. Teachers and support staff always have high expectations of their pupils. All staff expect their pupils to work hard, behave courteously and to attain well, which they do. Pupils respond very positively to the demands that teachers place upon them and, consequently, they are eager to learn, concentrate well and work hard. Teachers plan carefully, with clear learning outcomes for their lessons. They match suitably challenging and interesting work to the different ability groups within their classes, which captures the pupils' interest well and enables all the pupils to make good progress. Their skills in teaching literacy and numeracy are good and these have a positive impact on progress and standards overall. The staff have prioritised speaking and listening skills as an area for focus, and the provision of a "Pupils' Forum and reflection time" enable pupils to reflect, become involved in discussion, and share their views.
11. A strong focus on teaching English and mathematics is evident across other curriculum subjects. In history, for example, the pupils examine a population survey of the Duke of Bedford's workers in 1881, or write personal accounts of the experience of wartime evacuees. This is having a beneficial effect on standards. However, in some classes too little encouragement is given to the pupils to extend their skills in investigational work, to write at greater length, or to use ICT more regularly for carrying out a variety of tasks. As a result there is uneven development of a range of skills needed to promote higher levels of independence in learning, particularly for the higher achievers. The school has recognised a need to develop pupils' skills in undertaking independent research and applying these to investigational work at higher levels and has planned appropriate action in its improvement plan.
12. Lessons are well structured and proceed at a brisk pace. Hardly any time is lost and much is covered, which contributes to the good progress that most pupils make. Throughout the school, teachers often use open-ended questions and explain very clearly so that pupils concentrate well and reflect, often deeply, on what is being taught. Teachers comment skillfully and provide frequent positive encouragement which gives the pupils confidence to respond willingly. Support staff are very well managed and deployed to give high levels of individual guidance to targeted pupils and this significantly assists their progress.
13. Pupils are set individual targets and these, together with a progress report, are shared with parents at twice annual meetings. Many teachers use these targets when marking and reviewing tasks with their pupils. This helps pupils make good progress in identified areas.

**The pupils' relationships and personal development are very effectively promoted and this makes a strong contribution to their attitudes to learning.**

14. The school is a calm and orderly community and the pupils behave very well both in classrooms and around the school. Pupils with special educational needs are well integrated in lessons. Parents are pleased with the pupils' personal development and express appreciation for their high levels of courtesy. Most enjoy coming to school and respond positively to the school's ethos for care, learning and high standards in all areas of school life. All of them are keen to learn, enthusiastic and they work well both independently and collaboratively. In a design and technology lesson, the pupils in Year 4 are able to plan and design books, co-operating well while sharing materials and resources. They are able to evaluate each other's work thoughtfully. Pupils are friendly and helpful and they listen and show interest in one another's ideas, when for example, they meet as representatives on the Pupils' Forum. They take a pride in their own work and presentation and readily enjoy discussing it with visitors. Resources are used and shared with care and pupils clear away after practical sessions

sensibly. All pupils, including those few from a minority ethnic background, have very good relationships with adults and each other and they respond well to the good models they see amongst the staff.

15. Pupils demonstrate high levels of respect and regard for each other. In one class they showed consideration and tolerance towards a pupil with language and learning difficulties who finds lessons difficult to cope with and who exhibited fairly challenging behaviour. They displayed maturity in not being distracted from their own work.
16. The school and its grounds have been very well refurbished in order to ensure that it is accessible to all. Pupils move about inside and outdoors sensibly and demonstrate high levels of courtesy, for example, in always holding doors open for others. Their behaviour at dinner times and break-times is very good. Many mid-day assistants are actively involved in supervising activities and this has a positive effect on behaviour so that dinner time is generally a calm and enjoyable part of the day. Pupils work in an environment free from oppressive behaviour, such as racism or sexism. Many say that there is no bullying at school, but when occasional playground incidents do occur, they are dealt with as soon as they are reported. Exclusions are rare. Parents are very pleased with the high standards of behaviour at the school.

**Very good provision is made for pupils' spiritual, moral, social and cultural development, and for their care and welfare.**

17. The school provides a wide range of opportunities for pupils to develop good social skills. Pupils gain a good understanding of citizenship and decision-making through each class from Year 1 voting for a representative on the Pupils' Forum. These pupils take their responsibilities seriously as the issues raised can affect the whole school. For example, pupils' suggestions to permit water bottles have proved very successful. Pupils have a wide range of opportunities to extend their social skills within lessons and outside, for example, in the school library, the Trim Trail, and the garden areas.
18. "Reflection time" enables equal opportunities and racial harmony to be well promoted through sensitive exploration of issues which focus, for example, on how to include everybody. Following an assembly on a theme of Jesus and the leper, the pupils in Year 3 discussed the importance of choosing to befriend newcomers, regardless of their appearance, race or cultural background, and showed awareness of how easily unfair judgements about others are made.
19. There are many attractive displays around the school which celebrate the richness of diverse cultures and promote the pupils' spiritual awareness, particularly through pictures, art and music. There are effective poems, paintings and pencil drawings based on a "Journeys" theme linked to Africa produced, for example, in Year 4. Many pupils regularly take part in assemblies, drama and whole school performances, and the choir sings a range of music drawn from around the world.

**The very strong leadership of the headteacher, effectively supported by the deputy headteacher, staff and governors enables pupils to have many opportunities to achieve as well that they can.**

20. The management of the headteacher, senior staff, and the governing body is very effective and has a significant effect on the quality of education provided by the school. The headteacher, supported effectively by the deputy headteacher and the senior staff, has been successful in establishing a strong team approach to school improvement. The headteacher has successfully enabled staff, particularly those with subject leadership responsibilities, to acquire new management skills and to use these effectively for further improvement. This success is clearly linked to a culture of high expectations which reviews the work of the school, recognises good practice and strives for higher standards in most areas of school life.
21. All the issues identified for attention by the previous inspection have been fully addressed and since then the school has seen an improvement in pupils' progress. Co-ordinators are very effective at managing and monitoring standards and the quality of teaching in their subjects. This has had a positive impact on school improvement.
22. The work of the partnership between the headteacher, staff and the governing body gives clear direction to the school and its work. The governing body is involved in the life of the school, is well informed and has a clear understanding of its role as a "critical friend". The chair and other governors visit and have observed lessons, which helps them to have a good understanding of the school's needs. Governors are well aware of the relative strengths and weaknesses of the school and they contribute to decisions that are made. They have high, but realistic, expectations as to how the school should improve. Comparison is made between their school's provision and performance and other similar schools. The school improvement plan is tightly focused on action to raise standards following annual review of the school's performance. The governors are fully involved in long term planning and budgetary matters. They strive to achieve best value in terms of both quality and cost, for example, when recently considering maintenance of the school grounds. The substantial budget carry forward from last year has been used for building projects and further refurbishment of the high quality learning environment.
23. The school's system for self-evaluation is very good. The headteacher and staff carefully analyse pupils' attainments, including the progress of boys and girls, pupils with special educational needs, and high achievers. They compare the performance of pupils in Year 2 and Year 6 with similar schools and national averages. Co-ordinators check the standards of the pupils' work, and monitor the quality of teaching in their subjects. Helpful targets are set for groups of pupils and progress towards these is evaluated. Generally, co-ordinators have an accurate picture of their subject across the school and know which areas are going well or where further attention is needed. For example, the school has been focusing on extending pupils' skills in writing, and the English co-ordinator has a clear understanding of how this should be addressed. Regular monitoring takes place and the results of what is working well and what needs attention are fed back to staff for evaluation of what should be done next.

**Parents are pleased with the school and feel that their children are very well served by it.**

24. Evidence from both the parents' meeting and questionnaires indicates that the parents have good confidence in the school and greatly appreciate the way it cares for their children. The parents know that attendance is high and report that their children are eager to come to school. Several parents stated strongly at the parents' meeting that they felt the school is always striving to move forward.



## WHAT COULD BE IMPROVED

### **A broader range of strategies used by teachers to promote higher levels of independence in pupils' learning**

25. Pupils are successfully encouraged to offer ideas and suggestions in lessons, but the opportunities created to enable them to act upon these and gain experience of becoming more independent in their learning, and carry out a broader range of tasks, at times are limited. In a good personal, social and health education lesson in Year 6, most pupils had interesting ideas to offer about the dangers of dependence on drugs, but these were left to discussion and not extended further. They were not, for example, required to organise an opinion survey in the class or to interview one another in role.
26. There is interesting study of Thorney in Years 4, 5 and 6 for history, which includes a range of original evidence from Victorian times. While the pupils are required to interpret information about the workers' occupations and to compare then and now, they are not often encouraged to use a broader range of methods to record their findings or write at length about these for a larger audience, for example, using ICT to produce a brochure for other classes.
27. During the summer term Year 3 pupils wrote a long account of an Egyptian street of death, and produced good quality detailed drawings to ornament their work. Because the writing was copied, however, their skills in reporting were not being usefully developed.
28. Questioning in lessons is often of a high standard, but in some classes there is not much variety in the ways that pupils are expected to arrive at answers, draw conclusions or carry out their tasks. Teachers do not often plan for pupils to organise themselves in small groups to carry out research, or to come up with ideas in pairs, which are then shared with the whole class.

### **More extensive opportunities for pupils to apply their skills in carrying out research and undertaking investigative work across the curriculum in order to raise standards further**

29. In Year 4, pupils design and make attractive books, folding paper precisely for different styles and effects. In a small book made on a theme of "The Creation" a Year 3 pupil writes expressively, *"On the first day God made the light so we could see, because if we didn't we will not be able to find stuff."*
30. Pupils are able to use ICT confidently and capably for tasks in lessons, and demonstrate high levels of motivation, interest and purpose while carrying out their work. While word processing is being well developed, there is less evidence of pupils handling data through ICT, and the internet and digital photography being employed to best effect as yet. In a science lesson in Year 5, the pupils were able to explain their results about the rate of ice dissolving in water

with confidence, having carried out and recorded their findings on a graph, using appropriate scientific vocabulary. In Year 6, they can write fluently and with an appropriate voice for biography about the life of Queen Victoria. Such activities do not yet, however, include extensive use of ICT for recording. This means that in some lessons useful opportunities to extend the pupils' knowledge and application of skills further, from one subject to another, are missed.

31. Teachers do not often plan to provide enough opportunities for pupils to write at length, refine their work in order to improve it, or use their skills in order to organise and carry out independent research. Pupils have produced hand written information booklets about a visit to the zoo, and in Year 6, they write humorous diaries, for example, by Queen Guinevere on her marriage to King Arthur. This work demonstrates the good quality of what pupils produce when they are fully engaged with what they write and are given scope to organise and carry out their ideas. It is not often extended, however, through further refinement, researching information from books and the internet, publishing by computer, and other aspects of ICT in order to make best use of the pupils' enthusiasm and skills.

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

32. In order to help the school to improve further the headteacher, governors and staff should;
  - (1) Broaden the range of strategies used by teachers in lessons to promote higher levels of independence in pupils' learning, as identified in the school's improvement plan.  
(*See paragraphs 11, 23, 24, 25, 26*)
  - (2) Include more extended opportunities in teachers' planning for pupils to apply their skills in writing at length, carrying out research and undertaking investigative work across the curriculum in order to raise standards further .  
(*See paragraphs 4, 11, 27, 28, 29*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	10

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	10	5	0	0	0
Percentage	0	25	50	25	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*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	206
Number of full-time pupils known to be eligible for free school meals	0	24

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	68

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

**Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

**Attendance****Authorised absence**

	%
School data	3.6
National comparative data	5.6

**Unauthorised absence**

	%
School data	0.0
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)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	24	8	32

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	88 (85)	88 (88)	91 (88)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Total	28	29	28
Percentage of pupils at NC level 2 or above	School	88 (85)	91 (88)	88 (85)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	15	16	31

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	15	13	16
	Total	25	24	28
Percentage of pupils at NC level 4 or above	School	81 (75)	77 (69)	90 (91)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	15	14	16
	Total	27	26	28
Percentage of pupils at NC level 4 or above	School	87 (75)	84 (72)	94 (91)
	National	72 (70)	74 (72)	82 (79)

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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	206	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	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	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	10.2
Number of pupils per qualified teacher	21.5
Average class size	30.7

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

Total number of education support staff	6
Total aggregate hours worked per week	104.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

### *Financial information*

Financial year	2001/2002
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	£
Total income	516,553
Total expenditure	468,960
Expenditure per pupil	2171
Balance brought forward from previous year	127,176
Balance carried forward to next year	174,769

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

**Questionnaire return rate**

Number of questionnaires sent out

215

Number of questionnaires returned

24

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	58	38	4	0	0
My child gets the right amount of work to do at home.	42	58	0	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	62	33	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	33	4	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	50	42	8	0	0
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	67	29	4	0	0
The school provides an interesting range of activities outside lessons.	30	57	13	0	0