

# INSPECTION REPORT

**KINGSBRIDGE COMMUNITY PRIMARY  
SCHOOL**

Kingsbridge

LEA area: Devon

Unique reference number: 113205

Headteacher: Mr Peter Burner

Reporting inspector: Mr C Warner  
20935

Dates of inspection: 2 - 3 December 2002

Inspection number: 247327

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Primary                                  |
| School category:             | Community                                |
| Age range of pupils:         | 4 to 11 years                            |
| Gender of pupils:            | Mixed                                    |
| School address               | Belle Cross Road<br>Kingsbridge<br>Devon |
| Postcode:                    | TQ7 1NL                                  |
| Telephone number:            | 01548 852009                             |
| Fax number:                  | 01548 857643                             |
| Appropriate authority:       | The governing body                       |
| Name of chair of governors:  | Mr Steve Arblaster                       |
| Date of previous inspection: | 28 October 1996                          |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                  |                      |
|--------------|------------------|----------------------|
| 20935        | Mr Chris Warner  | Registered inspector |
| 9076         | Mrs Ann Moss     | Lay inspector        |
| 12276        | Mr Terence Payne | Team inspector       |
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Kingsbridge Primary School is a community primary school in Kingsbridge, South Devon. There are 361 pupils on roll, which is more than in most primary schools nationally. There are significantly more boys than girls. About 16 per cent of pupils are entitled to free school meals, which is broadly in line with the national average. Seventeen per cent of pupils are on the school's special educational needs register, which is below the national average. These mainly have learning difficulties. Eleven pupils (three per cent) have Statements of Special Educational Needs, which is above average. Very few pupils have a language other than English as their home language. A significant number of pupils enter the school at a time other than the usual time of admission. This has a negative impact on standards, particularly in Years 3 to 6. The overall attainment of pupils on entry to the school is broadly average, although there is considerable variation between year groups.

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

Kingsbridge is an effective school. The headteacher and deputy provide very effective leadership and the school is improving rapidly. Although there are areas for development, there are no significant weaknesses. The quality of teaching and learning is satisfactory in Years R (Reception), 1 and 2. It is good, and often better, in Years 3 to 6. Pupils enjoy coming to school and, as they get older, are increasingly positive about their learning. By the end of Year 6, pupils are achieving well in English, mathematics and science. When account is taken of their attainment on entry and the standards pupils achieve when they leave, the school is providing good value for money.

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

- By the end of Year 6, pupils achieve above average standards in English, mathematics and science.
- The quality of teaching in Years 3 to 6 is good and makes a significant contribution to pupils' learning. Some of the teaching, particularly in Year 6, is of a very high standard.
- The headteacher and deputy provide very good leadership. The school has improved rapidly in the short time since their appointment.
- Pupils are responding well to the improved opportunities for their personal and social development.

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

- Opportunities for pupils to further develop their independent learning skills, especially in Year R (Reception) and in Years 1 and 2.
- The role of the subject leader in subjects other than English and mathematics.

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

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

The school has made satisfactory improvement since the last inspection, in October 1996. Improved resources and teaching skills are helping to lift standards in information and communication technology (ICT). Schemes of work have been revised and provide better opportunities for learning in many aspects of the curriculum. Procedures for assessing how pupils are getting on are used effectively to set targets and raise standards. Since 1999, a major rebuilding programme has brought significant improvement to the accommodation. However, the work caused inevitable disruption, and a distraction to school development. The school now enjoys greater stability and, since the appointment of a new headteacher and deputy in 2001, there have been significant improvements in important areas of provision and cost-effectiveness. The management structure has been strengthened. Developments in English, mathematics and pupils' personal and social development have been very effective. The school is clear about what needs to be done and how to do it. It is on course to meet its targets and is well placed to build on its strengths and to continue its recent improvement.

## STANDARDS

The table below 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    | D    | E               |
| mathematics     | A             | A    | D    | E               |
| science         | A             | A    | D    | D               |

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

From 1998 to 2001, the school's results in Year 6 in English, mathematics and science were consistently above the national average. Over that period, the trend of improvement in the school's results in all subjects was better than nationally. In 2002, results fell to below the national average. This was because pupils' attainment on entry to the school was low, and well below that of previous year groups.

The inspection found that the standards achieved by pupils in the current Year 6 are above average in English, science and mathematics. The school has met regularly, and often exceeded, its challenging targets in English and mathematics. It is likely to meet its ambitious targets in English and mathematics for 2003, both in the percentage of pupils gaining the expected Level 4, and in the percentage reaching the higher Level 5.

Pupils, including those on the school's register for special educational needs, achieve well in Years 3 to 6. Pupils in Year 6 show a growing ability to think and communicate about what they are doing, work with others, improve their learning and solve problems. Nevertheless, there is scope, particularly in Years R (Reception), 1 and 2, to further develop these skills.

The school's results in the 2002 national tests and assessments for pupils in Year 2 were in line with the national average in reading, writing and mathematics. The inspection findings show a similar picture to the results, with pupils achieving the expected standards in all subjects. Pupils, including those with special educational needs, make satisfactory progress in Years 1 and 2.

The inspection confirms that children in the Foundation Stage make satisfactory progress and are on course to reach the Early Learning Goals in all areas of learning.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good. Pupils like coming to school. Most of them want to join in and contribute to all aspects of school life. Pupils in Years 3 to 6 are particularly eager to learn.     |
| Behaviour, in and out of classrooms    | Good. Pupils behave well in nearly all lessons and around the school. They are polite and helpful. No bullying, racist or sexist behaviour was seen during the inspection. |
| Personal development and relationships | Relationships throughout the school and among pupils of all backgrounds are good. Pupils become more confident and willing to  |

|            |   |
|------------|---|
|            | take more responsibility as they get older. There is scope for pupils to take more initiative in their own learning, particularly in Years 1 and 2. |
| Attendance | Good. There is little absence other than for genuine reasons.   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception    | Years 1 – 2  | Years 3 – 6 |
|------------------------|--------------|--------------|-------------|
| Quality of teaching    | Satisfactory | Satisfactory | 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 was at least satisfactory in nearly all the lessons seen, throughout the school. Teaching and learning are satisfactory in the Reception class and in Years 1 and 2. However, teaching in Years 3 to 6 is consistently good and often better, and pupils are developing well in their learning. In Year 6, the quality of teaching and learning is consistently high. This picture reflects the quality of learning evident in pupils' work, and in conversation with them.

The quality of teaching in English and in mathematics is good. Pupils have good opportunities to develop their basic skills of numeracy in mathematics and literacy in English, although there is scope for pupils to further develop and use their literacy skills across the curriculum.

Most lessons are planned in a clear and purposeful way so that the teachers and teaching assistants know how to help the pupils. Teachers expect their pupils to behave and work well. As a result of being involved in lessons, most pupils work hard and want to do well. Nearly all the teaching seen was underpinned by positive relationships between the teachers and the children.

Teaching and learning in Years 3 to 6 have improved since the last inspection. Many teachers have become more confident in encouraging pupils to take an active role in lessons, so learning is a two-way process between the teacher and pupils. Expectations of what pupils can do and know, and also of how they can develop their thinking are high. Pupils are interested in their learning. They work hard and want to succeed. The teachers' questions encourage pupils to develop their work and ideas. For example, one teacher said to the pupils, 'think about it, try it out and tell us how you got on'. It becomes natural for pupils to join in and 'have a go'. Little time needs to be spent on managing behaviour because pupils enjoy learning, work hard and want to succeed. Throughout Years 3 to 6, but particularly in Year 6, the pupils are given a degree of independence and responsibility. This helps them to make sense of, and see the usefulness of, their learning.

Where the teaching is satisfactory, and particularly in Reception and in Years 1 and 2, it could be improved if there were higher expectations of what pupils can do for themselves. Here, pupils do not get enough opportunities to think, talk and try things out for themselves. The rate and quality of their learning is restricted.

## OTHER ASPECTS OF THE SCHOOL

| Aspect                                  | Comment   |
|---|---|
| The quality and range of the curriculum | The curriculum is broad and balanced and requirements are met. Not enough opportunities are provided for pupils to use their literacy, numeracy and computing skills in other subjects. The growing emphasis given to an enquiry approach to learning needs to be extended. Opportunities for extra-curricular activities, including residential trips, are good compared with other schools. |



|   |  |
|---|--|
| Provision for pupils with special educational needs | Good. Teachers and their assistants work together well to provide effective support. |
|---|--|

|   |  |
|---|--|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. There are many opportunities for pupils to develop their spiritual awareness in assemblies and lessons. Pupils are prepared well for life in a diverse society.  |
| How well the school cares for its pupils  | This is a very caring school. Effective procedures are in place to ensure pupils' welfare, health and safety. The procedures for assessing pupils' progress are good. The setting of individual targets contributes well to raising standards. |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher and deputy provide very good leadership, which is moving the school forward rapidly. The school is managed well. Recent developments in mathematics and English have been led and managed well. The role of other subject leaders needs to be similarly developed to bring about further improvements. |
| How well the governors fulfil their responsibilities             | The governors meet the requirements. They are committed and supportive and carry out their duties with increasingly good effect. There is scope for governors to develop their role in supporting priorities for improvement.  |
| The school's evaluation of its performance                       | There is a growing commitment to high expectations and standards. Information from tests and assessments is used effectively to plan for further improvements.   |
| The strategic use of resources                                   | Good use is made of available resources, including the much-improved accommodation. Procedures for using funds to the best advantage of pupils are sound. The school applies the principle of best value well.   |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What some parents would like to see improved   |
|---|--|
| <ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• Pupils make good progress.</li> <li>• The quality of teaching is good.</li> <li>• Pupils are well-behaved.</li> <li>• Their children are helped to become mature and responsible.</li> <li>• The school is well led and managed.</li> </ul> | <ul style="list-style-type: none"> <li>• Information about how they can help with their child's learning.</li> </ul> |

The inspection team agrees with the positive comments made by parents. Evidence is strong of growing confidence among parents in what the school is doing for their children. The school welcomes contact with parents. It is doing what it can to address the individual concerns expressed by a very few parents. However, the school rightly recognises that there is scope to provide more opportunities for parents to find out how they can fulfil their responsibility for supporting their children's learning.

## **PART B: COMMENTARY**

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

**By the end of Year 6, pupils achieve above average standards in English, mathematics and science.**

1. The attainment of children on entry to the school is broadly average. By the end of Year 6, the standards they achieve in English, mathematics and science are above average in most years. Pupils of all abilities make satisfactory progress in Reception and in Years 1 and 2. They make good progress in Years 3 to 6 because of good teaching and a growing emphasis on getting them to think and talk about their learning. In addition to achieving well in terms of what can be assessed in national tests, the inspection found that by Year 6, pupils are developing skills of communication, reasoning and problem-solving. These skills are helping pupils of all abilities to understand and move on in their learning.
2. From 1998 to 2001 the school's results for pupils in Year 6 were consistently above the national average. Overall, the school's results from 1999 to 2001 improved at a rate above the national trend. The school's results in 2002 fell to below the national average. This reflects the difference in pupils' attainment on entry to the school between year groups. In 2002, Year 6 pupils included a high proportion with special educational needs, including several who had joined the school after Year 4.
3. The inspection found that the standards achieved by pupils in the current Year 6 are above those expected nationally. Many of them have exceeded the expected rate of progress since Year 2 in English, mathematics and science.
4. Pupils on the school's register for special educational needs make good progress because the teachers have good knowledge of their needs and know how to involve them in lessons. The high levels of challenge and expectation in Years 3 to 6 boosts standards achieved by the more-able pupils. Among those currently achieving high standards in Year 6 are several who did not reach the higher levels in the Year 2 national tests in 1999.
5. Standards in Year 6 are above average in English because the National Literacy Strategy is used to good effect, and the quality of teaching is good, and often better. The consistent approach to the teaching of basic skills in reading helps pupils to become confident and interested readers. Pupils in Year 6 enthusiastically talked and wrote about their favourite books and authors. They carefully listened to what others had to say and took this into account when making their own contribution. Pupils' work shows their good understanding of the conventions of writing, which is currently a priority for development. Recent examples of pupils' written work shows that this move is helping them to write in different forms and in more expressive ways.
6. The inspection found that pupils in Year 6 achieve well in mathematics. The National Numeracy Strategy has been used well to develop the speed and accuracy of pupils' mental calculations. The school has rightly identified the need to develop pupils' problem-solving skills. The action already taken is helping to improve standards and confidence in mathematics. By Year 2, pupils have developed a basic range of strategies to approach simple problems. By Year 6, most pupils approach a mathematical problem mentally before using written methods. For example, pupils talked about different ways to work out the area of a compound shape. Once they had completed the calculation, they checked with their estimate to see if their answer was 'reasonable'.
7. The emphasis placed on scientific enquiry in Years 3 to 6 is helping pupils to gain a good scientific knowledge and understanding. Year 6 pupils enthusiastically describe how they might test which is the strongest magnet. The more able pupils show particularly good awareness of environmental issues related to different forms of power. Several pupils expressed interest in a career that involved an aspect of science.

8. The last inspection noted weaknesses in assessment procedures that affected standards. These shortcomings have been rectified effectively and, as a result, standards in Years 3 to 6 are rising. Throughout Years 3 to 6, but particularly in Year 6, assessment is used well to identify and group pupils with similar needs and to set them individual targets for improvement. This makes a significant contribution to raising standards.

**The quality of teaching in Years 3 to 6 is good and makes a significant contribution to pupils' learning. Some of the teaching, particularly in Year 6, is of a very high standard.**

9. The quality of teaching was at least satisfactory in nearly all the lessons seen throughout the school. Teaching in the Reception class for children in the Foundation Stage, and in Years 1 and 2, is satisfactory, which is a similar picture to that of the last inspection. Teaching in Years 3 to 6 is good and often of a very high standard. This represents an improvement compared with the findings of the last inspection.
10. The good quality of teaching in Years 3 to 6 is reflected in how well pupils are getting on. They make good progress and, in Year 6, achieve standards above those expected for their age. The improved quality of teaching in Years 3 to 6 is particularly evident in the way the teachers phrase their questions to get pupils to think and talk. In a very effective lesson in Year 6, the teacher adapted and targeted the questions to get all the pupils involved. Even the more reluctant learners felt encouraged to contribute their ideas. All pupils, including boys and girls, those of different backgrounds, and those who join the school late, are fully included in these lessons. Incisive questioning by the teacher in a Year 3 numeracy lesson encouraged the pupils not just to answer, but also to think and to ask their own questions. The pupils were fully engaged, responsive and prepared to learn, even from their mistakes. In this and in other lessons, the teaching is lively and purposeful. In the best lessons, the quality of teaching and learning is effective because it is a two-way process.
11. Although the attention given to improving teachers' planning is evident throughout the school, it is particularly apparent in Years 3 to 6. Here, the lesson plans include clear objectives about what pupils are going to learn. These are expressed in a way that helps pupils to see the point of what they are doing, and to understand what is expected of them. This helps the lesson to get off to a bright start and generates a sense of purpose throughout. Very little time is wasted on establishing or maintaining order because the pupils are interested in what they are learning. In an effective history lesson in a Year 3 and 4 class, pupils had opportunities to work on their own, talk to their partner, and to give an opinion of Henry VIII.
12. In most lessons, resources are well prepared and used effectively. Often, the teaching is brisk and pupils are kept on their toes from the very start. The prompt start to a very good numeracy lesson in Year 6 set the pace and tone for what was to follow. Pupils listened carefully as the teacher explained what had to be done and how the pupils needed to organise themselves. They were keen to get started and were soon busily tackling the problems. In much of the teaching seen, the staff had good relationships with the pupils. They were encouraged to 'have a go', and know that their contributions will be taken seriously. They respond well to the consistent and fair expectations of how they should behave and work. Pupils of all abilities work hard and try to overcome difficulties. Good behaviour, achievement and effort are encouraged and praised fairly. This adds to pupils' sense of self-esteem and makes them feel that their efforts are worthwhile.
13. The good quality of the teaching reflects teachers' secure subject knowledge and the fact that lessons are prepared well. A lack of subject knowledge was a feature in some of the less than satisfactory teaching seen in the last inspection. Teaching is now better focused on increasing pupils' knowledge across the curriculum for each subject. In a good information and communication technology (ICT) lesson in Year 5, the teacher's subject knowledge gave her the confidence to ask pupils searching questions and to help them think of ways to improve the way they organise data using a commercial spreadsheet application.
14. Pupils make good progress in acquiring basic skills in literacy and numeracy. They develop a secure knowledge of letter sounds in literacy and of mental 'facts' in numeracy. In most lessons

they are encouraged to listen, not only to the teacher but also to each other. Teachers make good use of the national strategies for literacy and numeracy to provide well-structured lessons. What makes some teaching stand out is that pupils know that their responses are valued even if they have not given the 'right' answer. Here the teacher is interested in the pupils' ideas and how they can be used to help understanding and extend learning.

15. Nearly all the teaching was satisfactory or better. However, improvements in the quality of teaching noted above need to become apparent throughout the school. Teaching, especially that in Reception and in Years 1 and 2, could be improved and learning prove more effective if pupils had more opportunities to think and to do things for themselves. This would help all pupils to feel included in all parts of the lesson.

**The headteacher and deputy provide very good leadership. The school has improved rapidly in the short time since their appointment.**

16. The headteacher and deputy provide very good leadership. Together with other senior staff, they give a clear direction to the work of the school. Priorities for improvement are based on a thorough understanding of the needs of the pupils. The last inspection noted the need to develop the contribution made by staff with delegated responsibilities. The management structure has been reviewed and significantly strengthened. As a result, the school has been able to evaluate its work and, in a short time, bring about significant improvements in important areas. The school is well placed to build on its existing strengths.
17. The headteacher is fully involved in the day-to-day life of the school. Parents, staff and pupils appreciate his knowledge of what is going on and how this affects them. The morale of staff is high because their contributions are valued and they are well supported. The positive attitude of all staff is seen in the way many of them have developed their information and communication technology skills. They are increasingly receptive to new ideas and to sharing their experience and expertise. This reflects the positive and caring ethos that prevails in the school as a whole.
18. The headteacher has had a significant impact on the strategic development of the school. Senior staff and governors are clear about their roles and responsibilities. The management structure has been strengthened and the school is well placed to build on existing strengths. The senior management team is effective and contributes well to the drive for improvement. All the staff and governors are involved in identifying the priorities for improvement. Those with responsibility for English, mathematics and pupils' personal and social development have been particularly effective in bringing about improvements. They know what needs to be done and how to do it. In a short time, improvements have had an impact on the standards achieved by pupils.
19. A structured system of monitoring and evaluating the work of the school has been put in place. The school knows what works well and what needs to be improved to benefit the pupils. A clear system of monitoring how well the pupils are getting on and relating this to the quality of teaching is helping to improve standards.
20. The governing body supports the school's management and has developed into a 'critical friend'. It contributes ideas about the best ways to use resources in the interests of pupils. Governors were particularly effective in overseeing the considerable building works. They know what is going on in the school and are increasingly aware of its strengths and needs. They have made a start in planning and monitoring the work of the school, to support the needs of the pupils. There is scope for governors to develop their role in supporting priorities for improvement.
21. Significant improvement has been made in the way that performance data from assessments and test results is analysed and used. The findings are helping the school to overcome weaknesses and to identify pupils with common needs. For example, areas identified for improvement have led to pupils' writing becoming a school development target.

**Pupils are responding well to the improved opportunities for their personal and social development.**

22. The good behaviour, attitudes and relationships of pupils noted in the last inspection have been maintained. There is a positive ethos for learning and pupils of all ages enjoy coming to school. Neither staff nor governors restrict their interest in pupils' well-being to results in national tests. Commitment is very strong to making this a caring school with good pastoral as well as academic standards. A successfully introduced programme of personal, social and health education (PSHE) is helping to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. In a short time, the initiative has raised pupils' awareness of themselves as individuals and as members of local, national and global communities. The programme is proving effective because it has been planned around the needs of the children in this school, and staff have been given the necessary skills and confidence to carry it out.
23. Pupils' behave well both in and out of lessons. Their attitudes and behaviour are particularly good when the teaching becomes a 'two-way' process in which they are expected to play an active part by answering questions, contributing points to discussions and explaining and demonstrating their ideas and methods.
24. Parents rightly recognise the school's caring approach. They feel that their children are encouraged to develop a sense of responsibility. Pupils say they are valued and treated fairly. The inspection confirms that pupils, of all abilities and backgrounds, grow in confidence because they are increasingly included in all aspects of school life. The school is a friendly place where new pupils soon settle into an encouraging and positive community. Boys and girls play together, and older pupils get on well with younger ones Pupils say that bullying is rare, and that help is always at hand when it is needed.
25. Measures introduced to promote pupils' personal and social development, such as the family group and reward systems, are very effective. All pupils feel they have a voice in the recently formed School Council. Increasingly, the curriculum is planned to include opportunities for them to be involved in solving real problems and in taking decisions. By the time they are in Year 6, pupils have developed a strong sense of responsibility for their own actions. Here, they talk enthusiastically about their recent residential trip, and look forward to a return visit later in the school year.
26. The school's provision for spiritual, moral, social and cultural development is good. Assemblies give pupils a sense of belonging to a 'family'. Children in the Reception Class were delighted to find out about different celebrations from around the world, including the teacher's experience at a Hindu wedding. They enjoyed the opportunity to dress up, and to take on the role of different characters in the 'African' imaginative-play area.
27. In assemblies and in lessons, pupils are keen to explore and express their own ideas and feelings through art, music, writing and other themes. The school successfully prepares pupils for life in a diverse society. Year 6 pupils suggested that people have their own kind of life cycles because 'their love and memories live on'. Boys and girls are equally enthusiastic about life in their school, their transfer into secondary school, and their hopes and ambitions for the future. This is impressive in a school where boys far outnumber girls. In their discussions, older pupils display a high regard for the opinions and beliefs of others.

## **WHAT COULD BE IMPROVED**

### **Opportunities for pupils to develop further their independent learning skills, especially in Year R (Reception) and in Years 1 and 2.**

28. From when they enter school to when they leave, pupils achieve well and make good progress in their learning. By Year 6, they are gaining in confidence and developing into enthusiastic learners. They listen carefully, take account of what others have to say, and want to do well. Throughout the school, staff work hard to help the pupils in their learning and to treat them as

individuals. However, some teachers are more effective in promoting pupils' independent learning than others. The school rightly recognises the need to explore ways of getting pupils to 'think as well as do' in their learning. There is a growing commitment to help pupils to reason, ask questions, solve problems and communicate ideas without being so dependent on the teacher.

29. Opportunities for pupils to use their initiative and take responsibility for their learning are particularly apparent in Years 3 to 6. However, there remains considerable scope to extend such an approach across the school. The school rightly plans to increase the emphasis on investigations and problem-solving and to promote enquiry in pupils' approach to learning.
30. In the most effective teaching, pupils are involved in a 'two-way' learning process. They are encouraged to think and talk about their learning, and to demonstrate and explain their work. In several lessons seen in Years 3 to 6, the teacher steered the pupils towards discussing ideas and trying out their own ways of solving problems. As a result, pupils have a greater understanding and develop their own ways of making sense of what they learn. What happens in some lessons needs to become a feature throughout the school and across the curriculum. The school rightly recognises the need to continue to provide training to give teachers the skills and confidence to promote pupils' independent learning.

### **The role of the subject leader in subjects other than English and mathematics.**

31. As has been described in a section on 'What the School does well', the management structure has been revised to be more effective. Staff have clearly defined and agreed job descriptions that help them to know what they have to do and how to do it. Some subjects, including English and mathematics, have already featured as priorities in the school development plan. To begin with, there was a thorough assessment of the existing strengths and weaknesses in the subject. The subject leaders for English and mathematics evaluated the standards achieved by the pupils to see where and how improvements could be achieved. Their planning included targets for improvements and clear criteria for success. The well-managed developments in English and mathematics are already benefiting the children.
32. Although not yet priorities for development, subjects other than English and mathematics require on-going attention. In all cases, the subject leaders are effective in looking after resources and being supportive to colleagues. However, planning for improvement in some subjects is better than in others. Not enough consideration is given to raising the standards of pupils' achievement when drawing-up priorities for developments. Subject leaders do not know how to effectively go about checking on standards and evaluating the provision. The school has rightly identified giving subject leaders more guidance in carrying out their roles, as a contribution to school improvement.

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

33. In order to build on the school's strengths, the headteacher, staff and governors should:
- (1) **Further develop pupils' independent learning skills, especially in Reception and in Years 1 and 2,\* by:**
    - Extending opportunities for pupils to solve problems and tackle investigations across the curriculum;
    - Encouraging pupils to be less reliant on the teacher, and to have opportunities to work independently and with others;
    - Extending opportunities for pupils to think and talk about what they are doing, what they have learned, and how to plan and improve their work;
    - Continuing the planned programme of training for staff.

*[Paragraphs 28-30]*
  - (2) **Extend the role of the subject leader in subjects other than English and mathematics\* by ensuring that:**
    - Subject leaders receive appropriate training;

- Support is available for subject leaders to carry out their roles effectively. This should include opportunities to work with performance data, if appropriate;
- Plans for the development of each subject place emphasis on raising standards.  
[Paragraphs 31-32]

\* Identified in the school's current development plan as a priority for improvement

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 31 |
| Number of discussions with staff, governors, other adults and pupils | 21 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 3         | 5         | 10   | 12           | 0              | 1    | 0         |
| Percentage | 10        | 16        | 32   | 39           | 0              | 3    | 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

|   | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 361     |
| Number of full-time pupils known to be eligible for free school meals | 58      |

FTE means full-time equivalent.

#### Special educational needs

|   | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 11      |
| Number of pupils on the school's special educational needs register | 61      |

#### English as an additional language

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 5            |

#### Pupil mobility in the last school year

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 29           |
| Pupils who left the school other than at the usual time of leaving           | 11           |

### Attendance



**Authorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 4.9 |
| National comparative data | 5.4 |

**Unauthorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 0.4 |
| 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)**

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 24   | 14    | 38    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 20      | 21      | 23          |
|   | Girls    | 14      | 14      | 14          |
|   | Total    | 34      | 35      | 37          |
| Percentage of pupils at NC level 2 or above | School   | 89 (85) | 92 (87) | 97 (92)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 19      | 22          | 24      |
|   | Girls    | 13      | 13          | 13      |
|   | Total    | 32      | 35          | 37      |
| Percentage of pupils at NC level 2 or above | School   | 84 (85) | 92 (91)     | 97 (87) |
|   | 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)**

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 30   | 31    | 61    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 18      | 22          | 26      |
|   | Girls    | 22      | 19          | 20      |
|   | Total    | 40      | 41          | 46      |
| Percentage of pupils at NC level 4 or above | School   | 66 (83) | 67 (86)     | 75 (95) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above   | Boys     | 20             | 22                 | 24             |
|   | Girls    | 22             | 22                 | 22             |
|   | Total    | 42             | 44                 | 46             |
| Percentage of pupils at NC level 4 or above | School   | 69 (n/a)       | 72 (n/a)           | 75 (n/a)       |
|   | National | 73 (72)        | 74 (74)            | 82 (82)        |

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

### ***Ethnic background of pupils***

| <b>Categories used in the Annual School Census</b>  |
|---|
| 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***

| <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|-----------------------------|--|---------------------------------------|
| 300                         | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 6                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 2                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 1                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 52                          | 0  | 0                                     |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 14.5 |
| Number of pupils per qualified teacher   | 24.8 |
| Average class size                       | 28   |

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

|   |     |
|---|-----|
| Total number of education support staff | 18  |
| Total aggregate hours worked per week   | 361 |

*FTE means full-time equivalent.*

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 2001-02 |
|  | £       |
| Total income                               | 755,969 |
| Total expenditure                          | 780,005 |
| Expenditure per pupil                      | 2,053   |
| Balance brought forward from previous year | 57,504  |
| Balance carried forward to next year       | 33,468  |

### **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   | 3 |
| <hr/>  |   |
| 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) | 0 |

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 361 |
| Number of questionnaires returned | 110 |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 56             | 40            | 3                | 1                 | 0          |
| My child is making good progress in school.  | 50             | 50            | 0                | 0                 | 0          |
| Behaviour in the school is good.   | 38             | 54            | 1                | 2                 | 5          |
| My child gets the right amount of work to do at home.                              | 43             | 42            | 10               | 3                 | 2          |
| The teaching is good.  | 63             | 35            | 0                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 42             | 43            | 12               | 2                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 73             | 21            | 4                | 1                 | 2          |
| The school expects my child to work hard and achieve his or her best.              | 64             | 35            | 0                | 0                 | 2          |
| The school works closely with parents.   | 38             | 52            | 5                | 4                 | 1          |
| The school is well led and managed.  | 65             | 32            | 1                | 1                 | 1          |
| The school is helping my child become mature and responsible.                      | 58             | 39            | 3                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 46             | 35            | 6                | 2                 | 9          |