

INSPECTION REPORT

ROCKBEARE C OF E PRIMARY SCHOOL

Rockbeare, Exeter

LEA area: Devon

Unique reference number: 113436

Headteacher: Mrs Patricia Morris

Reporting inspector: Paul Baxter
25217

Dates of inspection: 3-4 March 2003

Inspection number: 247373

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Rockbeare
Exeter
Devon

Postcode: EX5 2EQ

Telephone number: 01404-822501

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Appropriate authority: The governing body

Name of chair of governors: Mrs W De'Ath

Date of previous inspection: December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England aided primary school for pupils aged between four and eleven years is much smaller than other schools nationally and it serves a rural community on the outskirts of Exeter. The school roll has increased by nearly two thirds since the last inspection in 1997 and there are now 57 pupils, 27 boys and 30 girls, of which four children attend full time in the reception class. The school roll fluctuates with varying numbers of pupils in the different year groups either entering or leaving the school other than at normal times of admission and transfer. The vast majority of pupils come from white British backgrounds in a community with an above average socio-economic context. No pupils have English as an additional language. Approximately 14 per cent of the pupils are eligible for free school meals, a below average percentage. Seventeen per cent of the pupils have special educational needs, covering emotional and behavioural, speech and communication and autistic needs and this represents a below average proportion. Two pupils have a Statement of Special Educational Needs and this is well above average for a school of this size. Children enter the reception class with broadly average levels of attainment, but significant variation can occur from year to year in the very small year groups.

HOW GOOD THE SCHOOL IS

Rockbeare is a good school with developing strengths. In particular, in response to the very good example of the headteacher, attitudes to learning, relationships and the quality of the pastoral support offered to the pupils are very good. Teaching and learning are consistently good, consequently, in relation to their prior attainment as they move through the school, all pupils achieve well and standards are above average, especially in literacy, numeracy and science. The school provides good value for money.

What the school does well

- The headteacher has a policy of informing and involving all members of the school community in its day to day running as well as in plotting its future direction. This has created an ethos of care and respect for others that makes a powerful contribution to the success of pupils' learning.
- The good quality of the teaching and the well-planned and productive work of learning support assistants are strengths that helps the pupils to achieve well and attain above average standards, especially in English, mathematics and science.
- All adults working in the school are diligent in getting to know the pupils and in understanding their needs. They use this information rigorously yet supportively to include, challenge and value the pupils, to plan their learning and to help them achieve as much as they can.
- Pupils develop their skills in literacy well and use and extend these productively to improve their learning in the range of subjects across the curriculum.

What could be improved

- Information and communication technology (ICT) is not used to best effect in developing the pupils' subject skills and in enriching their learning in other subjects across the curriculum.

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 good improvement since the last inspection. The quality of provision, especially teaching, the taught curriculum and leadership and management and consequently, the pupils' achievement and the degree to which the school gives value for money, have all been raised from satisfactory to good. Standards in English, mathematics and science have all been raised from average to above average and in response to improving provision, standards continue to rise. All the key issues

of the last inspection have been rectified well and, for example, the assessment of the pupils' work, formally a weakness, is now a developing strength of the school that is helping to raise expectations and standards even more. The relatively new headteacher, with full support from staff and governors is the driving force behind this improvement. Together they have raised expectations of what pupils should and can attain and they have systematically developed the provision to achieve this aim. The school is very well placed to continue this improvement.

STANDARDS

Note: The table showing the National Curriculum tests results for Year 6 has been omitted because there were fewer than 11 pupils in the year group.

Several pupils either leave or arrive at the school other than at the normal time of entry. Year groups are very small with the number of pupils and their prior attainments varying from year to year. As a consequence, statistical evaluations of pupils' performance in national tests and comparisons with other schools are unreliable if based only on one year. Even so the pupils' performance in the National Curriculum Tests at the end of Year 6 in English, mathematics and science over the past few years show a trend of rising standards that is higher than that found nationally, illustrating the school's increasingly effective provision. This was also indicated by the above average performance of Year 6 pupils compared to that found in similar schools in last year's tests. Standards in reading, writing and mathematics have risen in a similar way at the end of Year 2. Across the school, although a few year groups have an above average number of pupils with special educational needs, standards are lifted by a substantial proportion of pupils attaining above average standards. Inspection shows that reception children achieve well and most exceed nationally recommended goals especially in their personal, social and emotional development and in their communication, language and literacy by the time they enter Year 1. Good teaching ensures that standards continue to rise in Years 1 to 6. The attainment of the pupils currently in Year 2 is on course to be well above average in English and above average in mathematics and science by the end of the school year. Attainment is above average in English, mathematics and science by the end of Year 6. There are strengths in the pupils' skills in literacy, numeracy and science. The pupils' skills are also improving in history and physical education. All pupils across the range of prior attainments, including pupils with special educational needs and potentially higher attainers, achieve well in relation to their prior attainment. The school is on course to meet the appropriately challenging targets set for pupils' attainment by the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and to their learning.
Behaviour, in and out of classrooms	Good; the pupils follow the school rules and the teachers' expectations respectfully and this supports their work and achievement. A few pupils with emotional and behavioural needs receive and respond well to close support.
Personal development and relationships	Very good relationships between pupils, and between staff and pupils, promote good learning. Pupils enjoy good personal development out of lessons but there is scope to offer more opportunities for pupils to learn by pursuing their own lines of enquiry in lessons, for example, by using ICT.
Attendance	Satisfactory, matching the national average.

The very good adult to pupil ratio and the close attention given to each pupil's needs underpin the pupils' attitudes and behaviour and support their good learning.

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.

Teaching is good overall and consistently promotes good learning across the school. Almost all the teaching observed was good and in the one remaining lesson the teaching was very good. Very effective management of the pupils' behaviour, focused questioning that draws learning responses from the pupils, very warm relationships and very good deployment and inputs from learning support assistants were consistent features of the lessons observed. The teachers are very knowledgeable about the subjects they teach and about the learning needs of their pupils. They extend this knowledge by careful assessments of the pupils' work and they use these well to strengthen their lesson planning and to challenge all pupils, including higher and lower attainers, equally successfully. English and literacy and mathematics and numeracy are taught well. As a result, the pupils know what is expected of them, work diligently and learn well either individually or in groups. The teachers have strengthened their teaching of investigative and problem solving skills in mathematics and science to good effect, but there is still scope in all classes to develop more opportunities for the pupils to learn by making choices and by using ICT to promote the pupils' independence in learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good curriculum, including for children in their Reception Year; strengthened by an effective focus on literacy and numeracy, by lessons that are well matched to the pupils' prior attainment and by good contributions from visits and visitors. ICT is not always used to best effect, however, in supporting learning across the curriculum.
Provision for pupils with special educational needs	Good sensitive teaching and support that is especially successful for pupils who have a statement of special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; very good provision for the pupils' moral and social development, good spiritual and cultural development. The very good role models of staff and the value they place on the pupils and their responses give strong support to the pupils' work and behaviour.
How well the school cares for its pupils	Very good overall, one of the strengths of the school. The pupils are enthused by caring adults who know the pupils and their needs well and make effective use of assessments of their work to enrich their learning.

The parents express very positive views about the school and respond supportively to the school's efforts to promote the very good partnership that aids the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff make a very effective contribution to the educational direction and success of the school.
How well the governors fulfil their responsibilities	Good overall; guided by a wise chair of governors, they give increasingly effective support to the staff of the school in seeking ongoing improvement. Together they ensure that racial harmony is promoted effectively.
The school's evaluation of its performance	Very good; a careful programme of assessing the pupils' performance contributes strongly to improvements in standards and teaching.
The strategic use of resources	Good; staffing, accommodation and learning resources are good overall and they are generally used effectively to develop the pupils' learning. Expenditure is well matched to the priorities of the school development plan, decisions are strengthened by full consideration of best value and reserves in the school budget have been suitably built up for spending on resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel comfortable about approaching the school with a problem; they consider that the school is well led and managed and keeps them well informed about their children's progress. Teaching is good; children are expected to work hard and achieve their best and the school helps their children to become mature and responsible. Children like school, behave and achieve well. 	<ul style="list-style-type: none"> The range of activities provided outside lessons. The work children have to do at home.

The inspection team support all of the parents' positive views expressed above. Inspectors consider that the school, for its size, provides a good range of activities outside lessons. The children receive an appropriate amount of homework but not all parents are clear about the school's expectations with regard to this work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher has a policy of informing and involving all members of the school community in its day to day running as well as in plotting its future direction. This has created an ethos of care and respect for others that makes a powerful contribution to the success of pupils' learning.

1. Following the last inspection in 1997, the school increased its already determined commitment to improvement and set about a systematic raising of standards of pupils' attainment. The focus and rigour of this commitment was strengthened by the appointment of a new headteacher in the spring of 2002 and by her specific actions in involving all members of the school community, including the pupils, in plotting its future direction. Her very effective example underpins the very good overall leadership and management of the school.
2. As a first step, staff, governors and parents were invited to review the steps taken to rectify the key issues for improvement identified by the previous inspection. To support this approach the headteacher provided clear leadership and set about improving the lines of communication and the layers of management. With support from the local education authority, factors that were restricting improvement, were considered closely. These included: the limited accommodation, insufficient parental involvement in day-to-day activity, the large size and wide range of ages and prior attainments of the pupils in the Years 3 to 6 class, and issues concerning the behavioural needs of a few pupils. A detailed school improvement plan was drawn up and action plans were implemented and followed to either overcome or reduce the impact of these issues. At the same time, factors that tended to support improvement were also identified and their benefits emphasised within school development, thus promoting improvement even more effectively than previously. These included: the staff's strong willingness to work as a team, the improved use of assessments of pupils' work to inform teaching and learning, and the planned use of specialist teaching and staff expertise. Given this impetus, the following key elements have also raised the effectiveness of management and have proved successful in raising standards:
 - The headteacher's commitment to involving others in the leadership and management of the school that has empowered all members of the school community, but especially the staff. It has also led to informed and improved subject co-ordination.
 - The increased sharing of expertise and information that has, for example, increased the effectiveness of the governing body.
 - The promotion of the pupils' personal development out of lessons through, for example, the school council, that has helped to improve their attitudes to learning.
 - The invitation extended to parents to join the staff of the school in helping to meet the individual needs of the pupils in school, by listening to readers, supporting groups of pupils and helping with clubs and visits.
3. By promoting these strategies, the headteacher, strongly supported by a wise chair of governors and by a very experienced senior teacher, has also increased the pace of improvement and the rate at which pupils raise their standards.
4. To support this corporate endeavour the staff assess the pupils' work and responses very effectively. By analysing the pupils' performances in national and other tests and assessments carefully and accurately, by using this information to plan future teaching and learning and by sharing this information as fully and as appropriately as possible, the teachers have raised their expectations and those of the pupils, parents and governors, of what pupils can and should attain. This has created an ethos where people's contributions, especially those of the pupils, are valued and consequently standards and attitudes to learning have improved. This is clearly shown in the trend of rising standards seen in the National Curriculum tests in recent years. It was also apparent in the supportive yet challenging relationships, evident in all classrooms, that enrich learning. It was also highlighted and appreciated by pupils, parents, staff and governors in their discussions with the inspectors as a key reason why standards continue to rise and the school continues to improve.

The good quality of the teaching and the well-planned and productive work of learning support assistants are strengths that help the pupils to achieve well and attain above average standards, especially in English, mathematics and science.

5. Inspection shows that teaching has improved from satisfactory to good since the last inspection. It is now a strength of the school that is promoting increasing standards and effective learning. The quality of the teaching and learning observed during the inspection was almost always good with a very good lesson being the only exception. This improvement has been accomplished by careful appointments of talented staff, by the sharing of expertise and by shared planning. In addition the headteacher, aided by local authority advisers, has regularly monitored the quality of teaching and learning through the school, especially in literacy and numeracy, and by sharing good practice and by setting agreed targets for improvement, the quality of teaching continues to be systematically improved. As a consequence, the pupils' standards of attainment and their progress over time also continue to improve. Key ingredients underlying this consistently good provision are the warm relationships promoted by the teachers and support assistants and their strong management of the pupils' behaviour. These have a positive influence in raising the pupils' confidence and standards of behaviour and develop their constructive and beneficial attitudes to learning, all of which have a supportive impact on their achievement as they move through the school.
6. The following additional aspects were also evident in the vast majority of lessons and in all classes and were similarly successful in extending the pupils' learning:
 - Good teachers' knowledge, enabling them to respond thoughtfully to the pupils' ideas and a key factor in helping teachers to draw new learning from the pupils, thereby strengthening their understanding. These were especially effective, for example, in helping pupils to express feelings and to reflect in their writing and, in a lesson observed in Years 3 to 6, to promote the pupils' investigative skills in science.
 - Consistent practices and methodology in all classes, for example, sharing of lesson objectives with pupils, writing them down to remind pupils of the focus of lessons. Effective questioning to draw out the pupils' new learning. Improving marking and good assessments of pupils' prior attainment beginning to be used more effectively to plot future teaching and learning. These were particularly features of the effective teaching of literacy and numeracy seen in Years 5 and 6.
 - Good use of assessments of the pupils' skills and understanding to match learning activities to the pupils' prior attainments effectively.
 - Very good use of learning support assistants and other adults to support individual and groups of pupils, for example, seen to good effect in helping pupils with special educational needs, in teaching and supporting Reception children and pupils in Years 1 and 2. This was also strong in providing additional help in literacy and numeracy and, in Years 3 to 6, in extending the pupils' skills across all strands of physical education.
 - Careful and effective separation of pupils into Years 3 and 4 and Years 5 and 6 groups to create smaller classes for literacy and numeracy, thereby enabling the teachers and support assistants to raise the level of challenge and to address the pupils' learning needs more closely. This is an important element that is helping to raise standards in English and mathematics by the end of Year 6.
 - The introduction and use of specialist teaching to develop the pupils' skills, for example, in music.
7. A very good history lesson was seen in the youngest class and was particularly successful because the teacher used real historical artefacts to enthuse the pupils. By handling Victorian and Edwardian household effects the pupils extended their practical experience and examined history 'at first hand'. This promoted their learning and understanding significantly and helped them to respond even more productively to the teacher's careful questioning and prompting. Although learning resources were generally used effectively to support teaching in a similar fashion in other lessons, there is scope to increase the use of ICT to support the pupils' work across the range of subjects and to enable them to follow their own lines of enquiry more frequently. Despite these limitations, teaching and learning continues to improve and this is clearly shown by the increasing

number of pupils who are beginning to achieve very well in response to this consistent provision across the school.

All adults working in the school are diligent in getting to know the pupils and in understanding their needs. They use this information rigorously yet supportively to include, challenge and value the pupils, to plan their learning and to help them achieve as much as they can.

8. The detailed knowledge that staff gather about individual pupils, as a result of the daily close interaction, is used productively to address their learning needs, especially those relating to their health and welfare. In recent years, however, under the clear direction of the headteacher, the staff have strengthened the ways in which they collect, record and use this information to extend pupils' learning. In particular they have developed effective strategies to assess the pupils' performance and they have used these rigorously and successfully to raise expectations of what pupils should attain and to set appropriate targets for pupils' attainment. Staff meet together regularly to plan and match teaching and learning strategies to the pupils' levels of understanding and to ensure that the work set in lessons, and for homework, matches the pupils' prior attainment and enables them to move forward by building on their previous knowledge and skill. This successful development in improving the assessment of the pupils' work represents a significant move forward since the last inspection for this was identified as a key issue in need of improvement.
9. Inspection revealed the following features and their positive impact on the pupils' achievement:
 - Ongoing curriculum development, informed by improved assessments of the pupils' work and by improved evaluation and monitoring of the pupils' performance in relation to local and national expectations. These have led, for example, to the pupils' improved attainment in science.
 - The use of 'progress books', promoting and recording the pupils' improving attainment and achievement, for example, in literacy/writing and in numeracy, and problem solving in mathematics.
 - Good marking strategies through which the teachers evaluate the pupils' skills and promote improvement by identifying specific targets for individual pupils. These have been successful in raising the pupils' writing skills.
 - Careful evaluation of the pupils' performance in national and other tests and the focused use of these to include all pupils equally in lessons and, in addition, to teach pupils in specific groups based on their prior attainment. These have been particularly effective in helping pupils with special educational needs and in meeting the needs of lower and higher attainers in literacy and numeracy.
10. All teachers consistently use these methods across the school. Teachers also share this relevant information with learning support assistants and other adult helpers and this enables all adults working in school to challenge pupils at an appropriate level and promote good achievement. Increased use and standards in investigation in mathematics and science, involving pupils in assessing their work and higher performance in subjects such as physical education and design and technology illustrate the positive improvements that have stemmed from this shared commitment and use of assessments to raise pupils' attainment.

Pupils develop their skills in literacy well and use and extend these productively to improve their learning in the range of subjects across the curriculum.

11. The staff have systematically improved the quality of teaching and learning in English and literacy across the school. Under the guidance of the relatively new headteacher over the past 12 months they have continued to strengthen their implementation of the methods outlined in the National Literacy Strategy. As a result they have been successful in improving the pupils' writing skills and in sustaining the pupils' generally above average skills in speaking and listening and in reading.
12. An important and consistent part of this focus has been the careful identification of 'key words', to extend the pupils' vocabulary and to promote their understanding, in the range of subjects across the curriculum. This approach was clearly evident in several of the lessons observed during the

inspection and was an important element within introductions at the beginning of lessons and as a part of the 'plenary' discussions at the end of lessons. For example:

- The teacher of the youngest class specifically used terms such as 'prediction, habitat and environment' to extend the pupils' thinking in a science lesson and this enriched the pupils' learning and investigative skills well as they explored the variety of wildlife to be found in the school grounds.
- In Years 3 and 4, the teacher and learning support assistants emphasised words such as 'strategies, progression, co-operation and evaluation' to good effect in enriching the pupils' understanding and subsequently refining their gymnastic and ball skills in a physical education lesson.
- Teaching and learning of mathematics in Years 5 and 6 was promoted well through the teacher's strong identification of 'key words' such as 'investigation and solution' and a strong insistence on the use of specific technical language such as 'square centimetres and square metres' when measuring and referring to area.

13. This productive use and extension of the pupils' literacy skills in different subjects was also evident in the pupils' recorded work. For example, in their science work pupils in Year 2 described the range and qualities of different materials found in the home. They noted how materials can be changed and that sometimes this can be reversed and in other circumstances it cannot be reversed. Their work required them to follow an investigative approach as 'House Detectives' and to identify materials as either natural or man-made. By using this range of technical terms the pupils extended their understanding significantly. Pupils in Years 6 highlighted 'key words' such as 'equivalence and probability' in planning their mathematical investigations and focused on 'pattern and creation' as they explored similarities and differences between world faiths in religious education. The pupils' increasing range of vocabulary enabled them to reflect about their learning, extending their awareness and understanding.
14. The pupils' successful acquisition of literacy skills also enables the teachers to make even more effective use of questioning to extend the pupils' learning and to utilise their improving writing skills to record and review their ideas. Teachers also use marking as an important way of setting new, individual targets for the pupils, in the knowledge that pupils can read and understand and respond to their written comments and suggestions. The scrutiny of the pupils' work revealed good examples of pupils responding perceptively to the teachers' comments, for example, in history, when writing as an ancient Greek warrior on their way to battle or when writing about Britain's multi-cultural society in religious education. Inspection shows that such regular use and development of the pupils' literacy skills has a beneficial effect in promoting learning across the curriculum. In addition it is also effective in preparing pupils for life in a diverse society.

WHAT COULD BE IMPROVED

Information and communication technology (ICT) is not used to best effect in developing the pupils' subject skills and in enriching their learning in other subjects across the curriculum.

15. The school has improved the curriculum and the quality of provision for ICT, and provision now meets statutory requirements. The school has done well to locate a good number of computers in each classroom and teachers are increasingly planning the use of ICT equipment to support pupils' learning. Inspection revealed examples of computers being used appropriately to support the pupils' studies in the subjects across the curriculum. As a result the broadly average standards seen represent an improvement since the last inspection. However, pupils' skills have not developed to their full potential in all strands of the subject, for example, the use of ICT across the curriculum. This was reflected in the under-use of ICT in several of the lessons observed and the limited recorded examples seen in the scrutiny of the pupils' work. Together they indicate that the full benefit of using computer technology, in terms of the impact on pupils' ICT skills and on their learning across the curriculum, is yet to be realised.
16. Pupils were observed using computers to record their ideas in a few literacy lessons. Most demonstrated average skills in word processing but, in general, opportunities to use computers to study text or to use vocabulary aids such as the thesaurus were not employed to extend the

pupils' learning. The scrutiny of work in English and mathematics showed a few examples of pupils enriching their work using ICT, but there were few examples of ICT being used to extend other skills such as handling data or modelling their ideas. This is limiting the pupils' achievement.

17. The school has considered the placement and form of ICT provision with care and, given the limited accommodation, has done well to locate a good number of computers in classrooms where they are readily available for use. Discussions with pupils and staff and an examination of teachers' plans show that most pupils are able to work with computers at least twice a week, either to develop specific skills such as control technology or to support their work, particularly writing in other subjects. Most opportunities offered to the pupils stem, however, from tasks directed by the teachers. For example, in a lesson seen in Year 5 and 6, where pupils used computers to develop their own writing using key features gleaned from a 'fantasy text'. On other occasions, whilst pupils in Years 3 and 4 worked with computers to investigate multiples of 25, 50 and 100 in a numeracy lesson, this work was again initiated by the teacher and pupils used computers to fulfil a task. Such work is beneficial in developing the pupils' specific ICT skills, helps them to record their work and undoubtedly extends their awareness of what ICT can help them to achieve. This approach, by itself, however, is limited in terms of extending the pupils' independent research skills and in promoting the pupils' imaginative skills and their independence in learning. These skills are key elements in helping all pupils, but particularly potentially higher attaining pupils, to attain their full potential and as yet ICT is not used to best effect in supporting these learning skills. It is also not supporting the school's otherwise strong emphasis on promoting independence and personal development out of lessons (school council) and it is not capitalising on the pupils' very positive relationships.

18. Observations of pupils using computers showed that most possessed appropriate skills to access and use information technology. The teachers and learning support assistants had good knowledge and skill and supported the pupils effectively. All staff have completed various levels of training to extend their skills and most continue to do so to improve their ability to teach and use ICT effectively. Several of the notice-boards in classrooms give clear guidance to pupils on how to use computers effectively and displays of pupils' work in several subjects indicate that teachers are using ICT to good effect, for example, to enlarge labels and to create posters. This is helping to enhance and celebrate the pupils' work and to improve the value of display in support of the pupils' learning. ICT was seen being used by Year 2 pupils to support their numeracy skills, for example, by counting in fours. It was evident that the pupils enjoyed working with computers and such experiences were valuable social events where pupils learned well co-operatively extending their thinking. This example showed the positive impact that ICT can have on pupils' learning. Resources and staff training needs are being addressed well but full consideration has not yet been given to how to use the pupils' improving skills in ICT to support their research skills and their learning across the curriculum. This is necessary if their full potential is to be realised.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In the context of the school's many strengths and in order to continue the successful development of the school and to bring all aspects of the school's provision to a high standard, the governors headteacher and staff should:

***Strengthen the focus on raising the attainment of pupils in ICT and on using these skills to enrich their learning in the other subjects across the curriculum, by:**

- planning and providing more occasions for the pupils to work with computers in and out of lessons;
- specifically promoting opportunities for pupils to enrich their learning by choosing to raise questions and to pursue their own lines of enquiry by using ICT in the range of subjects and in all classes across the school.

(paras. 15-18)

*Also identified for development in the school's improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	10	0	0	0	0
Percentage	0	9	91	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than nine 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)	57
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	11

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	2
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.6	School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage1 (Year 2) and Key Stage 2 (Year 6)

Data relating to National Curriculum tests is excluded because there were less than 11 pupils in each year group tested.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	57	2	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)	3
Number of pupils per qualified teacher	21
Average class size	19

Education support staff: YR– Y6

Total number of education support staff	4
Total aggregate hours worked per week	82

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.7

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

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	178,475
Total expenditure	175,875
Expenditure per pupil	3,032
Balance brought forward from previous year	19,266
Balance carried forward to next year	21,866

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

57

Number of questionnaires returned

20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	30	65	5	0	0
My child is making good progress in school.	16	79	5	0	0
Behaviour in the school is good.	26	74	0	0	0
My child gets the right amount of work to do at home.	21	63	16	0	0
The teaching is good.	26	69	5	0	0
I am kept well informed about how my child is getting on.	16	84	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	50	50	0	0	0
The school expects my child to work hard and achieve his or her best.	47	53	0	0	0
The school works closely with parents.	33	61	6	0	0
The school is well led and managed.	42	53	5	0	0
The school is helping my child become mature and responsible.	32	68	0	0	0
The school provides an interesting range of activities outside lessons.	10	40	35	10	5

Other issues raised by parents

The vast majority of parents consulted felt that Rockbeare is a good school that continues to improve.