

# INSPECTION REPORT

## **CARRANT BROOK JUNIOR SCHOOL**

Tewkesbury

LEA area: Gloucestershire

Unique reference number: 115750

Headteacher: Mr David Forster

Reporting inspector: Mr C Warner  
20935

Dates of inspection: 7 - 8 October 2002

Inspection number: 247589

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address	Hardwick Bank Road Northway Tewkesbury Gloucestershire
Postcode:	GL20 8RP
Telephone number:	01684 297065
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mr John Savory
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Carrant Brook Junior School is situated on the eastern edge of Tewkesbury in Gloucestershire. There are 192 pupils on roll, which is smaller than the average size for a primary school nationally. About 14 per cent of pupils are entitled to a free school meal and this is in line with the national average. However, pupils come from a range of social backgrounds, including a high proportion of families with low incomes. Twenty-three per cent of pupils are on the school's special needs register, which is broadly in line with the national average. These are mainly for learning difficulties. Four pupils have a Statement of Special Educational Needs, which is in line with the national average. No pupils speak English as an additional language. The overall attainment of children on entry to the school is below average. This represents a change since the last inspection when attainment on entry to school was average.

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

Carrant Brook is a good school, which serves its community well. It has many strengths and no significant weaknesses. Pupils of all abilities and backgrounds make good progress. By the time they leave the school, pupils are achieving well in English, mathematics and science. The quality of teaching and learning is good. Pupils enjoy coming to school and want to do well. The school is well led and managed and there is a shared commitment to further improve the quality of education. When account is taken of attainment on entry and the standards pupils achieve when they leave, this is an effective school providing good value for money.

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

- Pupils make good progress. By the end of Year 6, standards in English, mathematics and science are above average.
- The good quality of teaching makes a significant contribution to pupils' learning and to the good progress they make.
- The headteacher is strongly supported by the staff and governing body. Together, they have made a good start to building on the school's existing strengths.
- Pupils' good behaviour, positive attitudes and very good relationships make a significant contribution to their learning.

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

- Standards of writing, to be as high as those achieved in reading.
- Pupils need more opportunities to develop and apply their independent learning skills.

*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 improved significantly since it was last inspected in October 1997. Schemes of work have been developed in mathematics, science and information and communication technology (ICT) so that pupils have more opportunities to improve and apply their skills. The management structure has been strengthened and there is a shared view of future improvements. The quality of assessment procedures has improved, although there remains scope for greater consistency in the marking of pupils' work.

The inspection also found that the quality of teaching and learning, which was satisfactory in the last inspection, is now good. As a result, standards have risen and are now good.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	A	A	A
Mathematics	A	A	A	A
Science	B	A	A	A

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

In English, mathematics and science, the school's results in the 2002 national tests for pupils in Year 6 were well above the national average and the average for similar schools. The results in writing, although above average, were not as high as those in reading.

The percentage of pupils who achieved above the expected Level 4 was well above the national average in reading, mathematics and science, but not so high in writing.

From 1997 to 2001, the school's results in Year 6 in English, mathematics and science improved at a rate above the national trend. This was recognised by the Department of Education and Skills when the school was given an improvement award in 2002. The results in 2002 maintained the high standards. The school has regularly met, and often exceeded, its challenging targets in English and mathematics.

The inspection found that while the standards achieved by pupils in the current Year 6 are not as high as those in previous years, they are nevertheless above average in reading, mathematics and science. This finding reflects the difference in the pupils' prior attainment. When this group of pupils started school in Year 3, their attainment was markedly lower than that found in earlier years. Although in line with those expected nationally, current standards in writing are not as high as in reading. Pupils' ability to write and speak at length is underdeveloped because they do not have enough opportunities to do so. Across the school, all pupils achieve well, including those on the school's register for special educational needs.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are positive about school and want to learn. They work hard and are keen to join in and contribute to all aspects of school life.
Behaviour, in and out of classrooms	Pupils behave well in lessons and around the school. No bullying, racist or sexist behaviour was seen during the inspection.
Personal development and relationships	Relationships throughout the school are very good. Pupils become more confident as they get older. They are keen to take responsibility and enjoy helping each other. Pupils are not so confident in using initiative in their own learning because they do not have enough opportunities to do so.
Attendance	Very good.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 is better than at the time of the previous inspection. As a result, pupils make good progress in their learning.

The quality of teaching and learning was at least satisfactory in all the lessons seen. Most lessons were good or better. Teaching in Years 5 and 6 is of a consistently high standard.

The quality of teaching in English is good, although there is scope for pupils to use and develop their writing skills in other subjects. The teaching of mathematics is good. Pupils have good opportunities to develop and apply their basic numeracy skills. This ensures that all pupils, including the more able, are suitably challenged.

Most lessons are planned in a clear and purposeful way so that the teachers and learning support assistants know what to do to help the pupils. Pupils know what they are expected to do because they are made aware of what the lesson is about. As a result of being involved in the lesson, the pupils work hard and want to do well. Pupils respond and behave well because they are interested in what is being taught.

Teachers expect their pupils to behave and work well, and they do. In most lessons, teachers know how to adapt their explanations and questions to meet the pupils' different needs.

Teaching that is satisfactory could be improved if pupils were encouraged to think and talk more about their learning. In the most effective lessons, pupils of all abilities are encouraged to join in and talk about their work, and to think and learn for themselves.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The satisfactory curriculum would be strengthened if pupils had more opportunities to develop and use their ICT skills at times other than in the specialist lessons, and their writing skills in subjects other than English. Opportunities for extra-curricular activities are good.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The effective support of individuals and groups, both in and out of class, helps them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for all aspects of pupils' personal development is good. Pupils are encouraged to take their learning seriously and to do their best. They have a strong sense of respect and responsibility because the ethos of the school encourages them to do so.
How well the school cares for its pupils	The staff know and care for the pupils well. Effective procedures are in place to ensure pupils' welfare, health and safety. The good procedures for assessing pupils' progress need to be developed into more precise, short-term targets, especially in writing, where standards on entry to the school are below average.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, strongly supported by the deputy and senior staff, manages the school well. He has a very clear vision for the school's improvement, which is shared by the staff and governors. All the staff work together as an effective team.
How well the governors fulfil their responsibilities	The governors carry out their duties effectively. They work well with the staff to identify areas for further development. The school has improved standards, made a convincing start to evaluating the quality of its provision, and is clear about its future. Governors have improved their role in checking and making decisions about the work of the school. They focus on, and support, the most important issues for school development.
The school's evaluation of its performance	There is a strong commitment to maintaining the high expectations and standards. Information from tests and assessments is used with increasingly good effect to plan for further improvements to the school.
The strategic use of resources	Good use is made of available resources. The school has sound procedures for using its funds to the best advantage of its pupils and ensuring it obtains best value.

## 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 like coming to school.</li> <li>• The pupils make good progress.</li> <li>• The quality of teaching is good.</li> <li>• Pupils are well behaved.</li> <li>• Teachers have high expectations.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The partnership between the school and parents.</li> <li>• Information about how their child is getting on.</li> </ul>

The inspection team agree with the positive comments made by parents. The partnership between parents and the school is satisfactory. There is evidence of a growing confidence among parents in what the school is doing for their children. However, there is scope for parents to take up more of the opportunities to be involved in the day-to-day life of the school and for some of them to give more support to their children's learning at home. The arrangements for reporting to parents about how their children are getting on are better than in most schools. However, while the opportunities to discuss children's progress are very good, the quality of written reports is inconsistent. At their best, reports are clear about what the child knows, can do and understands. They also include a clear target for improvement.

## **PART B: COMMENTARY**

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

**Pupils make good progress. By the end of Year 6, standards in English, mathematics and science are above average.**

1. Overall, the attainment of children when they enter the school is below that expected for their age. The attainment of pupils who start at the school after Year 3 is well below average. Throughout the school, pupils of different abilities make good progress. There are high expectations for them to do well and the overall quality of teaching and learning is good. By the end of Year 6, standards in English, mathematics and science are above average and pupils are achieving well. Standards have improved significantly since the last inspection.
2. The school's results in the 2002 national tests for pupils in Year 6 in English, mathematics and science were well above the national average and the average for similar schools. From 1999 to 2002, the school's results improved at a rate well above the national trend in all three subjects. Overall, the school consistently meets and often exceeds its challenging targets in English and mathematics.
3. The school's results in English, mathematics and science in the 2002 national tests maintained the high standards achieved in 2001. In both 2001 and 2002, results in writing, although above average, were not as high as those in other aspects of English.
4. Pupils in the current Year 6 are achieving well, and standards are above those expected nationally. Even so, the standard of current work in Year 6 is not as high as that achieved by pupils in the past two years. This difference is explained by the variation in attainment on entry to school between the year groups. Many pupils in Year 6 are exceeding the expected rate of progress from Year 3 to Year 6. The high standards reflect the good quality of teaching, particularly for pupils in Years 5 and 6.
5. Pupils on the school's register for special educational needs make good progress because the teachers have a good knowledge of their needs and know how to involve them in lessons. The high level of challenge and expectation, particularly in Years 5 and 6, boosts standards achieved by the more-able pupils. Pupils who reached the higher levels in the Year 2 national tests in 1999 are currently achieving well in Year 6.
6. The inspection found that standards in writing are not as high as in reading, and that pupils' speaking skills are not as well developed as their ability to listen. There are no significant difference in attainment between boys and girls in tests or in current work.
7. The high standards in English reflect the good quality of teaching and the effective implementation of the National Literacy Strategy. The consistent approach to the teaching of essential skills in reading gives pupils a good foundation to develop into confident and critical readers. By Year 6, most pupils talk confidently about their favourite books and authors, and read aloud with expression and understanding. Although work done by pupils in the current Year 6 shows that they understand and use the conventions of writing, there is little evidence of writing that is varied and interesting. This finding is reflected in the results in national tests, where fewer pupils achieve the higher Level 5 in writing than in reading, mathematics and science.
8. Pupils in Year 6 achieve well in mathematics and standards are high. The National Numeracy Strategy is used with good effect and pupils are quick and accurate in their mental calculations. They have developed a range of strategies to solve problems with confidence. They nearly always attempt to tackle a problem mentally before using any other approach. By Year 6, most pupils are talking and thinking 'mathematically'.

9. Much of the improvement in standards in science can be attributed to recent developments in the subject. The results for 2002 show a further improvement on the already high percentage of pupils gaining the higher than expected Level 5. Throughout the school, pupils' confidence in undertaking investigations is improving because of the growing attention given to scientific enquiry.
10. The shortcomings in the school's assessment procedures that were found in the previous inspection have been rectified so that standards are rising. Assessment is used well to identify and group pupils with similar attainment and then meet their common needs in an effective way. The teaching now takes good account of the range of differences in attainment, and work is well matched to individual learning needs; pupils are suitably challenged. Curriculum planning in mathematics and science is particularly effective, and ensures a clear approach to the development of skills, knowledge and understanding. However, planning for the development of writing needs to be reviewed to give teachers clearer guidance as to how to teach and develop the necessary skills.

**The good quality of teaching makes a significant contribution to pupils' learning and to the good progress they make.**

11. The quality of teaching is a strength of the school and goes a long way to explain pupils' good progress. All the teaching seen was satisfactory or better. The quality of teaching has improved on the satisfactory standards noted in the last inspection. The shortcomings found in the previous inspection have been remedied. This reflects the high expectations set by the headteacher and senior staff.
12. Some of the teaching goes beyond being competent and gets pupils actively involved in their own learning. The school is well placed to build on its best practice and to develop approaches that get pupils to think and talk more about their work, and to take more initiative in their learning.
13. In the most effective lessons, the teaching is very good. The planning takes account of the different abilities within the class and ensures that skills, knowledge and understanding are taught systematically. Lessons are well structured and pupils are made aware of the learning objectives and of the amount of time they have to complete a task. This helps them to understand their own learning and motivates them to want to do well.
14. In the most effective lessons, the teachers ask probing questions that get pupils to think and talk. For example, 'Can you explain to us how you got that answer?' In a particularly successful Year 6 English lesson, skilled questioning ensured that all pupils were involved. The teacher listened carefully as a more able pupil explained the meaning of similes, and responded in a way that took the learning forward for the whole class. A pupil with special educational needs was encouraged to get involved because the teacher targeted and adapted the questions for him. In this lesson and in others, pupils of all abilities are encouraged to think, talk and demonstrate what they are doing. The teaching is effective because it is a two-way process. Pupils are involved, responsive and willing to learn, even from their mistakes.
15. The very good relationships fostered by the class teachers and the learning support assistants are at the heart of the effective teaching. They have consistent and fair expectations of how pupils should behave. This helps pupils of all abilities to develop positive attitudes to learning. Pupils apply themselves well and try hard to overcome any difficulties. Good behaviour, achievement and effort are recognised with fair praise and encouragement. This adds to pupils' sense of self-esteem and makes them feel that their efforts are worthwhile.
16. Specific features of good teaching are apparent in many of the other lessons. Teachers have high expectations for pupils to do their best and to behave well. Pupils know what is expected of them; they see the point of what they are doing, and work hard at their tasks. The pace of much of the teaching is brisk and good use is made of time and well-prepared resources. The teacher's crisp opening to a very good ICT lesson for pupils in Year 4 set the pace and tone for what was to

follow. Pupils listened attentively to the instructions and understood what to do. They were keen to use the new technology provided by the interactive whiteboard to demonstrate their own knowledge and skills of how to 'drag' text in order to put events in the life of Henry VIII in chronological order. The lesson provided a good example of the many links made between subjects.

17. 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 the underlying weakness in the unsatisfactory teaching seen in the last inspection. Teaching is now sharply focused on increasing pupils' knowledge for each subject. In a good science lesson in Year 4, the teacher's subject knowledge gave her the confidence to ask pupils questions about possible reasons why some materials were better insulators than others.
18. Pupils make good progress in acquiring literacy and numeracy skills, particularly in listening and reading. They are actively 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 purposeful and well-structured lessons. In the most effective teaching, pupils know that their responses are valued, and as a result, their self-confidence and self-esteem are lifted. Basic skills are taught well and pupils develop a secure knowledge of letter sounds in literacy and of mental 'facts' in numeracy. In a numeracy lesson in Year 5, pupils followed up a 'rapid-fire' mental warm-up with a challenging investigation into numbers patterns. The activity proved such a success that many pupils were disappointed that the lesson had to stop.

**The headteacher is strongly supported by the staff and governing body. Together, they have made a good start to building on the school's existing strengths.**

19. The school is well led and managed. Since he was appointed in January 2002, the headteacher has made a significant impact on the strategic work of the school. His leadership gives clear educational direction for the work of the school. Shortcomings in the school's management noted in the last inspection have been rectified. Staff and governors are clearer about their roles and responsibilities. The work of the school is effectively monitored and evaluated. This allows a shared understanding of what works well and what needs to be improved. Above all, staff and governors work closely together to ensure that the improvements benefit the pupils.
20. The school's effective management is reflected in the high quality of pupils' welfare and in the good standards they achieve. The staff work together as a very effective team. They work hard and their morale is high because they are valued, kept informed, and involved in decisions that affect them. The headteacher is supported well by the deputy and by two other senior members of staff. Together, they provide the role models for good practice and the drive for improvement. Their different talents and experience combine to create a team that knows how to get things done and how to involve others in the process. They are well aware of the need to adapt and develop aspects of the provision in view of the different levels of attainment of pupils entering the school in the past two years.
21. All curriculum subjects and special educational needs are managed well. The previous inspection noted that the first-hand observation of teaching and learning in order to find out what does and doesn't work was underdeveloped, and not enough was done to check pupils' progress. These concerns have been addressed to good effect and have contributed to the improved standards achieved by pupils. The improved methods of checking and discussing teaching and learning are encouraging a culture of promoting and developing good practice. Teachers are keen to share and build on their strengths because they are encouraged to reflect on the impact of their work on pupils' learning.
22. The governing body is very supportive of the school's management, but is also able to offer constructive criticism. It helps the school to think about the best ways to use resources in the interests of pupils.

23. Information about pupils' performance taken from assessments and test results is carefully analysed and the findings are used to overcome weaknesses and to identify pupils with common needs. For example, analysis of assessment data showed that pupils could be given more opportunities to develop their writing skills. The subject featured in the school development plan as a priority for improvement. Similarly, the school had noted that more attention needed to be given to developing pupils' scientific skills in investigations and experiments and effective action was taken.
24. There are many other ways in which people work together in the interests of the school. For example, governors and staff help with decorating projects, out of school activities and school productions. Increasingly, parents are being involved in the life of the school. Expectations are high, for both staff and pupils, and there is an encouraging climate for learning that allows every pupil to take a full part in all subjects, whatever their ability level.
25. The school's accommodation and resources for learning are satisfactory. The learning environment is enhanced by various displays of pupils' work. A programme to further improve the learning environment has begun.
26. The school has built on its high standards, made a convincing start to evaluate the quality of its provision, and is well placed for continued improvement.

**Pupils' good behaviour, positive attitudes and very good relationships make a significant contribution to their learning.**

27. The school has a very positive ethos for learning. It promotes pupils' personal and social development well through effective procedures, good quality of teaching and the commitment of the staff. Pupils in Year 3 soon settle into school because there are consistent expectations of them to work hard and behave well. Boys and girls play together, and older pupils get on well with younger ones. In discussions, pupils confidently say that they know what is expected of them and that they respect the school's code of behaviour. There is a friendly atmosphere in which pupils are encouraged to take responsibility for their own behaviour. Lessons are interesting and managed well so pupils are well behaved and want to learn.
28. There are good procedures in this caring school for looking after pupils' welfare and ensuring that their individual needs are met. Pupils from different backgrounds feel secure and grow in confidence and self-esteem. Pupils of all ages say how much they like coming to school and enjoy their lessons. They say that bullying is rare, and that they are treated fairly, and feel they are given help when it is needed. Most parents express a similarly positive view of children's behaviour and attitudes.
29. Nearly all pupils know right from wrong and, as they get older, develop a strong sense of fairness and responsibility for their own actions. The few who find it difficult to concentrate are supported well; they are encouraged to join in lessons and are given a good level of support.
30. Throughout the school, in lessons and at other times, pupils display very positive attitudes. The school's provision for pupils' spiritual, moral, social and cultural development is good. Assemblies give pupils a sense of belonging to a school 'family'; they listen respectfully to teachers and are pleased to celebrate success. Pupils like to join in the very good range of activities taking place outside of lessons; they enjoy singing in the choir, and eagerly recall activities from their residential visit.

**WHAT COULD BE IMPROVED**

**Standards of writing, to be as high as those achieved in reading.**

31. Although current standards achieved by Year 6 pupils in writing are at least satisfactory, they do not express themselves in writing as confidently as they might. Their composition skills are not as well developed as others aspects of writing. There are not enough opportunities for pupils to plan, draft and develop their writing. At the same time, opportunities to write in other subjects are limited. There is scope for pupils to express and develop their own ideas further.

32. The school realises that in order to meet the widening range of ability of the pupils entering the school, it needs to extend opportunities for writing and review its long-term planning of the curriculum. It has begun to evaluate and adapt its approaches, but more needs to be done to give teachers guidance in how and when to teach different skills in writing. For example, teachers need help in knowing what needs to be done to move a pupil's writing on from one level to another.
33. Standards of marking of pupils' writing are inconsistent and do not always follow the school's policy. Although standards of spelling and handwriting are above average, pupils are not always given enough guidance as to how they can improve these and other aspects of their work.
34. A significant proportion of younger pupils enter school with writing skills at a relatively early stage of development. The school has improved its communication with the infant school recently so that it receives better information about the new children's strengths and needs. Nevertheless, it is important that the exchange of information takes place early enough and in sufficient detail to give the school time to plan how best to use its resources to further develop pupils' writing.
35. The school has introduced a satisfactory system of tracking pupils' individual progress and of setting group targets for improvement in writing. However, the system is not fully effective, as it does not provide individual pupils with regular precise targets. There is scope to involve pupils in the setting and review of the targets, and to keep their parents informed about their child's progress and ways in which they can help learning.

**Pupils need more opportunities to develop and apply their independent learning skills.**

36. As has already been detailed, pupils achieve well and make good gains in their learning. By Year 6, most of them are confident learners wanting to do well. They listen attentively and work hard. A lot of the school's improvement and success is down to the efforts of a very committed teaching staff. The improved standards of recent years, together with a recognition that more pupils of lower attainment are entering the school, have rightly led senior management to take a look at the appropriateness of its teaching and the make-up of its curriculum.
37. Although pupils are making good progress, they do not have enough opportunities to think for themselves, express their ideas and talk about their work. At present, opportunities for pupils to use their initiative and to be responsible for what they learn are more apparent in some lessons than others, and more so in Year 6 than elsewhere. The increased emphasis given to experimental and investigative aspects of science and mathematics not only lifts overall standards in these subjects, but also helps pupils to be involved in, and make sense of, their learning. This practical approach, which gives pupils lines of enquiry to follow, needs to be extended to other subjects, such as history and geography.
38. As noted earlier, the most effective teaching is characterised by skilful questioning that involves pupils in a two-way process. They are encouraged to demonstrate and explain their work, discuss ideas with each other and to try their own strategies to solve problems. However, although the teaching has many strengths, overall, opportunities to develop independent learning skills are inconsistent and, overall, too few. As a result, pupils' reasoning, communication and creative thinking skills are not as well developed as other aspects of their learning.
39. Standards in information and communication technology (ICT) have improved since the last inspection. Resources are better, the curriculum is well planned, and staff are confident in their teaching. Even so, shortcomings remain that make it difficult for pupils to fully develop their learning. The computer room is not designed or equipped for classes of more than 30 pupils, and this makes it difficult to ensure that everyone gets an equal turn. The use of ICT to support work in other subjects is limited because not all classrooms have their own computer. As a result, pupils' experience is restricted to lessons that are timetabled in the ICT suite. The school is

aware of the need to review the provision of, and access to, resources in order to extend pupils' ICT and thinking skills.

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

40. In order to build on the school's strengths, the headteacher, staff and governors should:

(1) Further improve standards in writing by:

- reviewing long-term planning so that teachers are given more guidance about how to teach and develop pupils' writing;
- increasing the opportunities for pupils to write in subjects other than English;
- setting regular and precise individual targets, which involve pupils and can be shared with their parents;
- ensuring that information about new pupils in Year 3 can be used to help the school plan to meet their needs;
- developing a consistent approach to the marking of pupils' written work. [Paragraphs 31-34]

(2) Develop pupils' independent learning skills by:

- extending opportunities for pupils to solve problems and tackle investigations across the curriculum;
- encouraging pupils to use their own initiative and to be less reliant on the teacher;
- extending opportunities for pupils to think and talk about what they are doing, what they have learned, and how to improve their work;
- improving the opportunities for pupils to regularly use information and communication technology in different subjects;
- developing a policy for teaching and learning that helps teachers to promote pupils' thinking skills. [Paragraphs 36-39]

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	12	6	0	0	0
Percentage	0	18	55	27	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	192
Number of full-time pupils known to be eligible for free school meals	26

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	44

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	10
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.7

#### Unauthorised absence

	%
School data	0.8

National comparative data	5.6
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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 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	20	27	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	20	20
	Girls	26	26	27
	Total	44	46	47
Percentage of pupils at NC Level 4 or above	School	94 (90)	98 (90)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	20	20
	Girls	26	27	27
	Total	44	47	47
Percentage of pupils at NC Level 4 or above	School	94 (84)	100 (90)	100 (95)
	National	73 (72)	74 (74)	82 (82)

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

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census
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

No of pupils on roll
191
0
1
0
0
0
0
0
0
0
0
0
0
0
0
0

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

Any other ethnic group
No ethnic group recorded

0
0

0	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: Y3 – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	22.4
Average class size	26.9

#### Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	67

### Financial information

Financial year	2000-01
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	£
Total income	449,053
Total expenditure	440,374
Expenditure per pupil	2,368
Balance brought forward from previous year	40,105
Balance carried forward to next year	38,784

### Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4.8

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

FTE means full-time equivalent.

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

### **Questionnaire return rate**

Number of questionnaires sent out	188
Number of questionnaires returned	55

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	51	0	0	0
My child is making good progress in school.	40	53	4	0	4
Behaviour in the school is good.	36	64	0	0	0
My child gets the right amount of work to do at home.	29	51	13	2	5
The teaching is good.	45	55	0	0	0
I am kept well informed about how my child is getting on.	33	45	15	2	5
I would feel comfortable about approaching the school with questions or a problem.	51	47	2	0	0
The school expects my child to work hard and achieve his or her best.	51	47	2	0	0
The school works closely with parents.	36	47	16	0	0
The school is well led and managed.	42	51	5	0	2
The school is helping my child become mature and responsible.	44	51	5	0	0
The school provides an interesting range of activities outside lessons.	37	50	7	4	2