

INSPECTION REPORT

**BOURNEHALL JUNIOR MIXED AND INFANTS'
SCHOOL**

Bushey

LEA area: Hertfordshire

Unique reference number: 117296

Headteacher: Mrs E Sadler

Reporting inspector: John Messer
15477

Dates of inspection: 11 - 12 November 2002

Inspection number: 247759

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:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Bournehall Avenue Bushey Hertfordshire
Postcode:	WD23 3AX
Telephone number:	0208 950 4438
Fax number:	0208 421 8290
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sue Lawrence
Date of previous inspection:	10 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15477	John Messer	Registered inspector
9472	John Edmond	Lay inspector
13805	Lynn Lowery	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This primary school has 191 pupils on roll and is about average in size. There are rather more boys than girls, especially in Years 5 and 6. The proportion of pupils entitled to free school meals, about eight per cent, is below the national average. Around a tenth of pupils are from ethnic minority backgrounds and a small number speak English as an additional language although none is at an early stage of acquiring English language skills. Nearly a tenth of pupils are entered on the school's register of special educational needs as they need extra help with their learning and of these three have statements of special educational need because they have more serious learning difficulties. The proportion of pupils with special educational needs is below average but the proportion with statements of special educational needs is above average. Children's attainment on entry to the reception class is slightly above average in most aspects of their learning but broadly average in language development.

HOW GOOD THE SCHOOL IS

This is a good school where pupils learn effectively and, in Year 6, attain standards that are well above average in English and mathematics. Teaching is predominantly good and much of it is very good; a significant proportion is excellent. The leadership of the school is good and the subject co-ordinators help to manage curriculum developments well. The school provides good value for money. Standards in information and communication technology are above average.

What the school does well

- The teaching of English and mathematics is very good and pupils in Year 6 attain standards that are well above average.
- Information and communication technology is taught systematically and pupils attain standards that are above average.
- There is a high proportion of good teaching across the school and classroom assistants make a strong contribution to the quality of learning.
- Pupils' personal development, their attitudes to work and their behaviour are very good.

What could be improved

- The standards that pupils attain in science.
- Learning opportunities provided for the youngest children outside the classroom.
- The use of the library for research and the range and quality of non-fiction books.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in November 1997 there have been significant improvements in the standards that pupils in Year 6 attain in English and mathematics and in the quality of teaching in these subjects. Overall the consistency of teaching has improved; nearly ten per cent of teaching was unsatisfactory in 1997 whereas now no teaching is unsatisfactory and there is a much higher proportion of very good and excellent teaching. The key issues for improvement raised at the time of the last inspection have been resolved successfully. Assessment procedures are now good. There have been substantial improvements in standards in information and communication technology; they were below average and are now above average. The leadership of the school has improved further since the last inspection, although there is scope for developing the role of the deputy headteacher. Governors are now more closely associated with the school and are more involved in development planning. The school improvement plan has been developed well; it is closely linked to budgetary planning and helps to focus resources on appropriate priorities.

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	A	B	A	A
mathematics	A	B	A	A
science	B	E	C	E

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

Pupils' achievement is predominantly good in Years 3 to 6 and by the end of Year 6 most are likely to attain standards that are above average in English and mathematics and average in science. The school's performance in national tests in English and mathematics has been above, and mostly well above, national averages in recent years. Standards in science were well below the national average in 2001 and, although average when compared with all schools, were well below average when compared with similar schools in 2002. This is because science has not been the focus of attention for development. The school has recognised the need for improvement in science, particularly in the strand of the subject that deals with experimentation and investigation. The school sets challenging targets for its performance in English and mathematics; this year it met its target in mathematics and narrowly missed its target in English. With the exception of 2001, when results dipped, there has been an improving trend in the school's performance since 1998 that is broadly in line with the improving national trend.

Pupils achieve well in Years 1 and 2 and most are likely to attain standards that are above average in reading, writing and mathematics by the end of Year 2. These findings do not exactly match the national test results for pupils in Year 2 in 2002, which showed that, although results in writing and mathematics were above average, results in reading were average. The school has taken steps to ensure that reading is taught more effectively and results are improving.

Children settle quickly into the reception class and their achievement is good. Most are likely to exceed the early learning goals, specified in national guidance, before the end of the reception year.

The school has identified the need to apply pupils' well-developed skills in literacy to other areas of the curriculum in order to improve the quality of work produced.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are keen to learn and eager to please.
Behaviour, in and out of classrooms	Pupils' very good behaviour helps them to learn effectively.
Personal development and relationships	Very good. Pupils are encouraged to use their initiative and they are good at working independently. Very good relationships help pupils to feel confident and secure in their learning.

Attendance	Very good. Pupils enjoy coming to school and their regular attendance promotes effective learning.
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Pupils enjoy learning and discuss their work sensibly. They have a relatively mature and responsible attitude to their work and strive to do well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	good	good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is predominantly good; much is very good and a significant proportion is excellent. The skills of literacy and numeracy are taught very well and the teaching of English and mathematics is very good; examples of excellent teaching were seen in both subjects. One particular strength of the teaching is the meticulous, detailed planning and preparation of lessons. Teachers' plans describe how tasks will be modified to match the learning needs of different groups of pupils in each class. This careful planning helps to ensure that the school meets the learning needs of pupils thoroughly. The highly skilled and well qualified classroom assistants make a strong contribution to the quality of teaching; they are particularly effective at supporting lower attaining pupils, those with special educational needs and the small number of pupils with English as an additional language who need a little extra assistance with their learning. Another particular strength of the teaching is the quality of the day-to-day assessments of pupils' learning and the teachers' regular self-evaluation of their teaching. Teachers analyse their performance, as well as the performance of the pupils, in order to evaluate learning and to focus attention on any gaps in the development of pupils' skills, knowledge or understanding. The quality of relationships between pupils and teachers is also very good. This helps pupils to feel at ease, to ask questions openly and to discuss their learning freely.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched by a good range of visits to places of interest and by visitors to the school.
Provision for pupils with special educational needs	Good. The headteacher and a well qualified classroom assistant share responsibility for managing the good provision.
Provision for pupils with English as an additional language	Good. Appropriate provision is made for the small number of pupils who need extra assistance.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Rules are clearly understood and pupils are encouraged to work together co-operatively. Visitors to the school explain their different faiths and ceremonies and this enhances cultural development. Spiritual development is promoted well through literature.
How well the school cares for its pupils	Good levels of care ensure that pupils are well supported in their learning.

The school promotes a productive partnership with parents to support pupils' learning. The school maintains a caring ethos and harmonious relationships have been established. Pupils, including those

from ethnic minority backgrounds and those who have special educational needs, work and play happily together. The school prepares pupils well for life in our diverse society. The school has planned a good programme of visits for pupils in each year group, linked to the topics they are studying, that is designed to enhance learning opportunities. These include visits to a Gurdwara, to a Caribbean festival, a Shakespearean theatre production, a Celtic village and various museums.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and subject co-ordinators contribute to managing the curriculum well. There is a shared commitment to identify areas for development and to improve standards.
How well the governors fulfil their responsibilities	Good. Responsibilities are shared by governors and each is responsible for developing an understanding of a different area of the curriculum.
The school's evaluation of its performance	Good. The school analyses its performance systematically and clearly identifies areas for improvement.
The strategic use of resources	Good. Learning resources are used well but there is an inadequate supply of good quality reference books and the area outside the school has not been developed as a learning resource.

The governing body has been successful in ensuring that teachers have adequate resources and that the accommodation is maintained well. Generally there is sufficient space available but there is no outdoor area to promote learning opportunities for the youngest pupils. The governing body manages the school's finances well and has accrued a substantial financial reserve that is earmarked for the creation of a new computer suite and developing the school grounds to provide more learning opportunities. The headteacher provides clear educational direction and leads the school very well. There is scope for developing the role of the deputy headteacher so that she can become more effective in leading and managing school improvements. The subject co-ordinators work hard to improve standards in their areas of responsibility but have too few opportunities to monitor teaching and learning. The governing body is aware of the principles of best value and applies them to their decision making.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, make good progress and behaviour is good. • The teaching is good. • The school expects pupils to work hard and achieve their best. • The school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The information they receive about how their children are getting on. • The partnership with parents. • The range of activities outside lessons.

Parents are generally pleased with the educational opportunities provided for their children. The school has recognised the need to improve learning opportunities by increasing the range of visits outside lessons and a good programme of educational visits has been arranged. Six after-school clubs are organised which is a reasonable number for a school of this size. The school is striving to improve the partnership with parents and there is a supportive parent/teacher association. Inspection findings indicate that parents receive an adequate amount of information about how their children are getting on. Parents have expressed concern over the outdoor play equipment, which is unsafe and unstable. The school has made arrangements to have it removed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The teaching of English and mathematics is very good and pupils in Year 6 attain standards that are well above average.

1. The teaching of English and mathematics is very good and often excellent because planning is thorough, pupils' learning is assessed during the course of each lesson and relationships between pupils and their teachers are very good. The National Literacy Strategy has been extended by the introduction of exceptionally well-organised reading sessions each morning in each class. The school's performance in English and mathematics was well above average last year both when compared with all schools and when compared with schools that have pupils from similar social backgrounds.
2. Teachers' planning is detailed and describes how tasks will be modified to match the learning needs of different groups within the class. Learning intentions are described precisely in plans and this helps teachers to evaluate how successful learning has been. Lessons are prepared carefully so that all the equipment required for each lesson is readily accessible. Teachers assess pupils' learning skilfully by posing thought-provoking questions and by noting the work that pupils produce during the course of each lesson. They use these assessments to inform and where necessary modifying further plans. In a Year 2 lesson on money, for example, the teacher evaluated what pupils had learned, recognised that more basic groundwork was necessary and annotated the next day's plans with pencilled amendments. In one excellent English lesson for pupils in Year 2, technical terms were used accurately by the teacher and humour helped to consolidate good relationships. The lesson started with a brisk 'Fiery Phonics' session to extend and consolidate pupils' understanding of the relationship between strings of letters and the sounds they represent. In the next lesson the teacher asked, 'Who can remember the vowel phoneme we were studying yesterday?' The class chorused, 'Oi!'. The teacher replied, 'Yes, that's right but it's the last time you yell 'Oi' at me.' In this class the energetic teaching and good questioning strategies helped to sustain pupils' interest. The teacher used her voice in an intriguing way to emphasise how a dull sentence compared with an exciting one. The pupils were bursting with enthusiasm and were keen to start writing after the introductory part of the lesson.
3. Reading is taught very well in all classes and reading routines are well established. Pupils in Year 2, for example, insisted on reading the 'blurb' on the back cover of their new books so that they could gain an initial understanding of the plot. In this class reading activities are varied and are well matched to pupils' varying stages of development. The classroom assistant took the lower attaining pupils for a session using specially devised materials as she followed a 'PAT' programme, 'Phonological Awareness Testing'. One group followed a story as they listened to an audio tape, a group of higher attaining pupils played word bingo, two pupils were using a computer program which took them through the pages of a talking book that explained grammatical terms, whilst the teacher concentrated on a guided reading session with the objective of examining the sequence of events in the story of 'The Very Hungry Caterpillar'. The organisation of this session was exemplary and as a result a great deal of learning was taking place. Most of the Year 2 pupils are likely to attain above average standards in reading and writing by the end of the school year.
4. In one excellent reading session in Year 6 most pupils read silently while the teacher and classroom assistant took two groups of pupils to concentrate on studying books in depth. The classroom assistant examined the structure of a non-fiction book with a group of lower attaining pupils. She used good questioning strategies and helped the pupils to construct a chart that illustrated how the information in the book was conveyed to readers. The teacher had prepared the material for her group exceptionally well. The words that they might not know had been written on a white board. The selected book, 'The Sheep Pig' by Dick King-Smith, was appropriately challenging, a pile of good dictionaries has been placed in the middle of the group and the teacher led an exploration of the text skilfully by asking searching questions that

challenged pupils' thinking well. Pupils read a wide selection of fiction. Jacqueline Wilson's books are particularly popular among the girls and works by JRR Tolkien, JK Rowling, Anne Fine, Philip Pullman and Enid Blyton are popular. Several boys were particularly keen on Terry Deary's 'Horrible History' series. Pupils are well read and give reasoned explanations for their preferences.

5. In an excellent mathematics lesson for pupils in Year 6, the teacher's high expectations of pupils' performance resulted in very effective learning. In this lesson the plan described clearly what the teacher expected the pupils to learn, 'To read and plot co-ordinates in all four quadrants', and the plan included details of the vocabulary to be explored, 'positive, negative, x axis, y axis, origin, vertex and vertices.' Resources, such as the overhead projector, a number stick and small white boards, as well as classroom assistants, were used exceptionally well. The brisk pace and clear explanations resulted in highly effective learning for all the pupils in the class.

Information and communication technology is taught systematically and pupils attain standards that are above average.

6. The school has a small computer room as well as computers in several classrooms. Resources are not extensive but the school has plans to create a well-equipped computer suite in the near future. Despite the lack of resources, the school has established an effective teaching programme that has helped pupils to attain standards in information and communication technology that are above average. A highly skilled teaching assistant helps to organise and teach skills systematically. She takes groups from each class in the school and teaches them specific skills sequentially. Keyboard skills are taught systematically so that pupils know which hands and which fingers to use when typing text. Children in the reception class have learned how to program a robotic toy so that it responds to their commands and follows the path that they have devised. These children are introduced to a wide range of painting programs and in Year 1 pupils are adept at adding text to the pictures they have created or to pictures they have imported. In Year 2 pupils use programs that help them to handle data so that they can illustrate surveys, for example, by creating pictograms and block graphs to display their results. They use computers to create colourful pictures, such as sunsets and landscapes, that complement their studies in art and design.
7. Pupils in Year 3 have used a publishing program effectively to design the front cover of their information and communication technology exercise books, which are used to create a record of all the computer skills that they have developed. In Year 3, they are also introduced to spreadsheets and how to use the Internet and CD ROMs to research for information on such subjects as the Romans. Pupils in Year 3 have also conducted a pictorial survey of the flora and fauna found in the school grounds, using the school's digital camera. By Year 6 most pupils have developed great confidence and a good range of skills. In one lesson a group of pupils from Year 6 prepared very effective presentations about famous Victorians, such as Brunel, Edison and Stevenson, using 'Powerpoint'. In this lesson they worked assiduously in near silence because they were so engrossed in their work. Digital cameras are being used increasingly to record achievements, illustrate topics and create booklets that record important events in the life of the school, such as special assemblies and school visits. By the time they leave the school, most pupils have developed considerable expertise in information and communication technology.

There is a high proportion of good teaching across the school and classroom assistants make a strong contribution to the quality of provision.

8. Although most of the very good and excellent teaching seen occurred in lessons in English and mathematics, there was a high proportion of good teaching in different subjects in each year group. The consistency of teaching has improved since the time of the last inspection because the headteacher has been successful in helping all teachers to develop a clearer understanding of what constitutes teaching of high quality. An effective and rigorous programme of monitoring standards in teaching has also been introduced. Teaching and learning are evaluated regularly in each class against clearly defined criteria. As a result the quality of teaching has improved and

has become more consistent but, until recently, this consistency had not been a feature of the teaching. The school's performance in the tests for pupils at the end of Year 2 in reading and writing declined steadily since 1999 due largely to inconsistencies in the quality of teaching that pupils experienced, often as a result of staff absence or unavoidable changes in staffing. This adversely affected the consistency of pupils' learning and the results they attained in national tests. The improved teaching indicates that the trend is likely to be reversed and there are strong indications that results will be better next year.

9. Teaching for the children in the reception class is good. In this class a well-structured learning environment has been created that helps to promote effective learning. The nursery nurse and the class teacher work well together. They both have a very good understanding of the particular learning needs of each child. One particularly good feature of the teaching is the way that the teacher interacts quietly with groups of children during activity sessions. She is constantly prompting the children with probing questions as she encourages them to think for themselves and solve problems independently. As a result the children are good at co-operating with each other. In one session a group had themselves initiated an activity that involved measuring the distance that their toy cars had travelled using plastic cubes as the unit of measurement. In another session the children worked well collaboratively as they measured three different sized teddy bears. They used their measurements to construct beds of an appropriate size for each bear from wooden bricks. The teacher acted as a good role model when she joined a group who were using the telephone directory to place orders. The children, and the teacher, talked to imaginary customers, copied numbers from the book onto their note pads and used 'play writing' to record the orders. The early learning goals, specified in national guidance, are displayed on the wall charts and as the children's learning is assessed the progress is recorded on the charts.
10. Classroom assistants are exceptionally well qualified and make a strong contribution to the quality of teaching. Most have specialist qualifications and many are working towards degrees in child development or allied areas of study. They are involved in planning and in every lesson seen they had a good understanding of their role in the learning processes. They work quietly and unobtrusively with groups of pupils, often those who need extra assistance with their learning. They have good understanding of the learning difficulties experienced by pupils who have special educational needs and contribute to assessments of pupils' learning by keeping careful notes about pupils responses to activities and their achievements. They take due regard of pupils' individual education plans and help pupils to make good progress towards their learning targets. They also provide good support to the very small number of pupils who have English as an additional language and who sometimes need a little extra help with understanding the meanings of particular words or phrases.

Pupils' personal development, their attitudes to work and their behaviour are very good.

11. Pupils have very positive attitudes to learning. In Year 1, pupils work with great concentration and are keen to show their work to visitors. In Year 2, pupils showed great excitement when conducting an investigation and reflected thoughtfully on their findings. In this lesson the pupils were investigating forces. The playground had been transformed in to an activity area with bicycles, a slide, roller boots, scooters and a see-saw. The pupils considered whether the force used to make the different vehicles start or stop involved pushes or pulls. They puzzled over whether handlebars were pushed or pulled in order to change direction. Their enthusiasm contributed to very effective learning in this lesson. In a very good English lesson in Year 5, great enthusiasm was generated for writing. Towards the end of this lesson the pupils were gathered together to evaluate their work. Without exception every pupil was desperately keen to read his or her piece to the whole class. In a mathematics lesson in Year 6, the pupils could not resist clenching their fists and saying 'Yes!' to express their pleasure on being told that they would be constructing graphs.
12. Pupils are sensible. They often display a maturity that is beyond that normally associated with primary school pupils. Where opportunities are provided for them to exercise responsibility, they

do so willingly. They are sensitive to the feelings of others and show empathy for people who are less fortunate than they are. In the reception class they consider their feelings and the feelings of others. They iced small cakes and decorated them carefully as gifts for pupils in Year 1. Most appreciated the pleasure of giving although several found it very hard to give away the cakes that they had worked on so carefully, 'I don't really want to give mine away – it makes me feel sad'. This provided a good learning experience for these pupils. Pupils are pleased to be elected as school councillors and they discuss school issues sensibly. The councillors understood fully why purchasing a school pony would be impractical and the suggestion was rejected sensitively.

13. Pupils' behaviour is very good. Even when not directly supervised most pupils behave appropriately. They respond well in lessons to teaching strategies that depend on their good behaviour. One such effective strategy in Year 2 involved children being required to work in pairs. They were asked to discuss 'word problems' together and tease out the operation that was the key to solving the problem before writing the number equation that would reveal the answer. This worked very well because the pupils were responsive, sensible and very well behaved.

WHAT COULD BE IMPROVED

The standards that pupils attain in science.

14. The school has worked hard on improving standards in English and mathematics and has been highly successful. Partly because these subjects have been the focus of attention for development, standards in science are not as high as they should be. Another contributory factor was staff absence, which caused some discontinuity in pupils' learning and the management of the subject. The school's performance in science in the statutory teacher assessments for pupils in Year 2 in 2002 was below average when compared with schools nationally and well below average when compared with schools that have pupils from similar social backgrounds. The school's performance in the national tests for pupils in Year 6 improved significantly in 2002 and, although results were broadly average when compared with all schools nationally, they were well below average when compared with schools that have pupils from similar social backgrounds. The school lags behind other schools in the proportion of pupils who exceed the national target of Level 4 and attain the higher Level 5 standard. The school is well aware of the need to improve standards and the improvement of standards in science features as a priority for development in the school's current improvement plan. The co-ordinator has analysed pupils' performance and has provided each teacher with the results of her analysis and the implications for teachers in each year group. As a result each teacher knows exactly which strands of the subject they must concentrate on in order to effect improvements. The main area of weakness is in that overarching aspect of the subject that deals with experimental and investigative skills. Pupils enjoy conducting experiments, but their ability to analyse their results, to record their findings systematically and to describe the processes and conclusions are weak.

Learning opportunities provided for the youngest children outside the classroom.

15. The teacher in the reception class includes in her planning learning that she intends will take place outside. The class has good access to an outdoor area. However, this area has not been developed as a learning resource. As a result children's learning opportunities are restricted. There are no good-quality wheeled vehicles nor roadways painted on the tarmac to encourage physical development and the development of skills involving bodily co-ordination. There are no child-sized buildings to encourage social development and personal interaction. There is a small area where children can grow plants but this is not well developed. Children's progress towards the early learning goals is constrained by the lack of an outside area designed to promote active learning.

The use of the library for research and the range and quality of non-fiction books.

16. The school has invested heavily in providing a good range of fiction books to match the learning needs and interests of pupils in each year group. This has not been matched by a similar investment in information books. The school library is not well resourced and it is not used much by pupils for research. There is no Internet access in the library to supplement the information that pupils can find in books. Library skills are not taught systematically. Although there are good, frequently changed displays of pupils' work in the library, this area is not an inviting, comfortable, attractive place and contains little to stimulate pupils' curiosity. The library is not used effectively to enhance pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. In order to improve standards further the headteacher, staff and governing body should:
- (1) Raise the standards that pupils attain in science by:
 - encouraging pupils to use their well developed literacy skills to describe the results of their observations and experiments more precisely;
 - continuing to evaluate pupils' attainment in order to identify areas for improvement;
 - focusing resources on improving pupils' skills, knowledge and understanding of scientific principles;
 - placing greater emphasis on the experimental and investigative strands of the subject. * (paragraph 14)
 - (2) Develop the area outside the reception class to provide a stimulating learning environment. * (paragraph 15)
 - (3) Encourage pupils to use the library for research and improve the range and quality of non-fiction books available. * (paragraph 16)
- * **These areas for development have already been identified by the school and feature in its development planning.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	13	4	0	0	0
Percentage	11	26	48	15	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 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)	191
Number of full-time pupils known to be eligible for free school meals	11

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	12	12	13
	Total	25	25	27
Percentage of pupils at NC level 2 or above	School	86 (84)	86 (81)	93 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	12	13	13
	Total	25	27	26
Percentage of pupils at NC level 2 or above	School	86 (84)	93 (84)	90 (90)
	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	18	13	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	12	12	9
	Total	28	28	25
Percentage of pupils at NC level 4 or above	School	90 (93)	90 (93)	90 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	14
	Girls	12	11	12
	Total	25	27	26
Percentage of pupils at NC level 4 or above	School	81 (90)	87 (93)	84 (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
176	0	0
0	0	0
2	0	0
2	0	0
0	0	0
0	0	0
1	0	0
4	0	0
0	0	0
1	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
3	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: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.9
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	154

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	524 049
Total expenditure	460 930
Expenditure per pupil	2216
Balance brought forward from previous year	16 088
Balance carried forward to next year	79 207

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	6

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	191
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	52	2	0	0
My child is making good progress in school.	30	59	7	0	4
Behaviour in the school is good.	21	71	6	2	0
My child gets the right amount of work to do at home.	21	65	15	0	0
The teaching is good.	44	54	2	0	0
I am kept well informed about how my child is getting on.	17	50	29	0	4
I would feel comfortable about approaching the school with questions or a problem.	54	33	10	0	2
The school expects my child to work hard and achieve his or her best.	50	42	4	0	4
The school works closely with parents.	17	50	23	2	8
The school is well led and managed.	29	44	12	2	12
The school is helping my child become mature and responsible.	28	57	6	0	9
The school provides an interesting range of activities outside lessons.	2	29	50	12	6

Other issues raised by parents

Parents expressed concerns about the unsafe and unstable play equipment adjacent to the playground.