

INSPECTION REPORT

BRIGG PRIMARY SCHOOL

Brigg

LEA area: North Lincolnshire

Unique reference number: 117728

Headteacher: Mr. S. Pearce

Reporting inspector: Mr. K. Williams
21074

Dates of inspection: 11th – 13th November 2002

Inspection number: 247800

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: 3 - 11

Gender of pupils: Mixed

School address: Glebe Road
Brigg
North Lincolnshire
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Appropriate authority: Governing Body

Name of chair of governors: Mr. M. Harris

Date of previous inspection: 6th – 10th October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brigg Primary School caters for pupils aged three to eleven. There are 422 pupils on roll, which is much bigger than other primary schools. There are 14 classes and a nursery with 52 places. Eight of the classes are housed in demountable or temporary accommodation. The attainment of pupils when they start school is broadly average. Almost all of the pupils are of white ethnic background and none is learning English as an additional language. Almost sixteen percent of the pupils are eligible for free school meals, which is similar to the national average. Seventy-one pupils are on the school's special educational needs register (below average nationally), seven of whom have Statements of Special Educational Needs.

HOW GOOD THE SCHOOL IS

Brigg is an effective school that provides good value for money. The school is well led and managed by the headteacher, senior staff and governors and, combined with the good quality of teaching, this leads to a positive learning environment in which the pupils enjoy school and achieve high standards in English and sound standards in mathematics and science.

What the school does well

- By the time the pupils leave the school, their attainment in English, especially in writing, is well above average.
- The teaching is good, particularly in the Nursery and Reception classes and the juniors.
- The pupils have positive attitudes to school and their personal development, particularly their moral and social development, is good.
- The pupils are well cared for and those with special educational needs receive good support.
- The headteacher, senior staff and governors provide strong leadership.

What could be improved

- Standards in mathematics and science could be higher.
- The pupils have too few opportunities to develop their knowledge and understanding of different cultures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in October 1997, Brigg Primary School achieved average standards in most subjects and the pupils' attainment in information and communication technology (ICT) was below average. Since then, the school has made good progress, particularly in raising standards in English and ICT, and the quality of teaching has improved. The school has responded well to, and addressed, the weaknesses identified in its last inspection and is well placed to secure further improvement. The role of senior managers and subject co-ordinators is now more clearly focused on raising standards and this, together with improvements in the monitoring of teaching and learning, has contributed to the improved quality of teaching. The role of governors has improved and they are now more involved in evaluating the impact of spending decisions. There are good procedures for assessing pupils' attainment and tracking their progress. The results of these assessments are well used in English to inform the pupils of their progress, particularly with the older juniors, and this has had a significant impact on the high standards attained in writing. This information is not yet shared as effectively in mathematics and science.

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	C	B	B	A
Mathematics	C	C	D	E
Science	D	D	D	E

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

The table shows that the results in the national tests in 2002 at age eleven were above average in English and below average in mathematics and science. Compared to similar schools the results in English were well above average and they were well below average in mathematics and science. Whilst the results over recent years show an improvement in English that is well above the national trend, the results in mathematics in 2002 were much lower than in previous years. Taking all three subjects together, however, the results have improved in line with the national trend. Whilst the percentage of pupils achieving Level 4 is generally in line with that found nationally, significantly more pupils attain the higher levels (Level 5 or above) in English than in the other subjects. The school failed to meet the challenging targets that were set for the number of pupils expected to attain at Level 4 or above in English and mathematics. Similarly challenging targets have been set for 2003 and the evidence from the inspection indicates that they are likely to be achieved. At age seven, the national test results show that standards in reading and writing are well above average and in mathematics they are average.

The evidence of pupils' work seen during the inspection confirms that the pupils achieve well in English and standards are above average. The quality of pupils' writing is a particular strength: standards are well above average in this area. The pupils attain average standards in speaking and listening and in reading they are above average. Inspection evidence confirms that too few pupils attain the higher levels in mathematics and science, though standards overall are broadly average. The children in the Foundation Stage (Nursery and Reception) are likely to achieve the early learning goals in all areas of learning by the time they start Year 1. The school has worked hard to improve the provision and the quality of work in information and communication technology and the pupils now attain standards in line with what is expected of pupils of this age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The youngest pupils enjoy coming to school and are eager to learn. Older pupils have positive attitudes to their work and most are well motivated and try hard.
Behaviour, in and out of classrooms	Satisfactory. Whilst most of the pupils behave well, there is a significant minority who display challenging behaviour.
Personal development and relationships	Good. The youngest pupils settle quickly and the older pupils readily accept responsibility for tasks around the school.
Attendance	Satisfactory. Attendance levels are broadly in line with those found nationally and most pupils are punctual.

Most pupils concentrate well and work hard in lessons. Relationships are positive and the incidents of challenging behaviour are usually well managed by the teachers.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

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

Overall, the quality of teaching is good. It was satisfactory or better in 96 percent of the lessons seen and good or better in 68 per cent of the lessons. There was a significant amount of very good teaching in the Foundation Stage and in the juniors, amounting to 25 per cent of the teaching overall. This represents an improvement since the last inspection, when teaching was judged to be satisfactory overall. Teaching in the Nursery and Reception classes is never less than good. There is a strong emphasis on the children's personal development and this enables the children to make good progress. The teaching of literacy and numeracy is a strength. The youngest children receive a firm grounding in the basic skills and these are developed well in the infants and juniors, where the teaching of English and mathematics is good. A significant strength in the teaching of English is the emphasis given to sharing with the pupils what it is they need to learn in each lesson and discussing with them the quality of their work. In particular, this results in many examples of high quality writing across the school. In the juniors, and particularly in Year 6, the marking is used very effectively to help the pupils know how they are doing and how they can improve their work. Homework is very well used to support pupils' learning in English and mathematics in the juniors.

Those pupils who experience difficulty in learning are well supported by the staff and this enables them to make good progress. However, the procedures for identifying and supported gifted and talented pupils have not been formalised and, together with the limited opportunities for the more able pupils to devise their own tests and solve real-life problems, this contributes to the low numbers of pupils achieving the higher levels in mathematics and science when compared to English. Across the school, most teachers have developed appropriate procedures for dealing with the few pupils who display challenging behaviour and these pupils are generally well managed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The Foundation Stage curriculum provides a rich and varied range of experiences which promotes the children's active involvement. The curriculum in the infants and juniors is broad and balanced, with an emphasis on the pupils' personal and social development. There is an appropriate range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The procedures for identifying and assessing the pupils' needs are good. They are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The provision for the pupils' moral and social development is good and is a strength of the school. Overall, however, there are too few opportunities for the pupils to gain a knowledge and understanding of other cultures.
How well the school cares for its pupils	Good. The school has good provision for child protection and the welfare of pupils. The arrangements for assessing pupils' attainment and tracking their progress are good.

The curriculum is well planned. The provision for information and control technology has improved since the last inspection and now meets statutory requirements. Whilst the pupils receive a good range of opportunities to learn about their own culture, there is too little planned work on developing their knowledge and understanding of the richness and diversity of other cultures.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, deputy headteacher and senior staff provide strong leadership with a clear focus on raising standards.
How well the governors fulfil their responsibilities	Good. The governing body supports the school effectively. They have developed good strategies to ensure that they are well informed about the work of the school and the impact of the decisions they make.
The school's evaluation of its performance	Good. There are effective systems to assess and monitor the pupils' progress, and to develop the teaching and learning.
The strategic use of resources	Satisfactory. The school has appropriate plans for development that are linked to its budget. Financial planning is good.

The leadership and management of the school have improved since it was last inspected. The senior management team and subject co-ordinators play an important role in identifying priorities and driving through initiatives. Governors are actively involved in the monitoring of standards, for example by analysing the results of national tests. The school's site presents many difficulties as many of the classes are housed in temporary accommodation. The staff work hard to present their classrooms attractively and the headteacher and governors are conscientious in managing the pupils' health and safety. They pay appropriate regard to applying the principles of best value when making purchases.

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. • Their children are making good progress. • The teaching is good. • The school expects their children to work hard and achieve their best. 	<ul style="list-style-type: none"> • Some parents would like more information about how their children are getting on. • Some would like the school to work more closely with parents. • Some feel that opportunities outside of lessons are limited.

The inspectors agree with the parents' positive views of the school. The inspection evidence indicates that the annual reports on pupils' progress are detailed and contain targets for improvement and that there are appropriate occasions during the year for parents to meet with teachers to discuss their children's progress. The school provides a satisfactory range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time the pupils leave the school, their attainment in English, especially in writing, is well above average.

1. The pupils' attainment on entry to the school is broadly average. They build well upon their early language skills and, by the time they leave the school, the pupils attain standards that are above the national average in English, and in writing they are well above average. In recent years, the National Curriculum test results at age eleven have been improving at a rate that is above the level found nationally. The results for 2002 were well above average when compared with schools having a similar proportion of free school meals. The results also showed that the percentage of pupils attaining the higher levels (Level 5 or above) was above the national average. This was also reflected in the 2002 tests at age seven, where the percentage of pupils attaining Level 3 or above in writing was well above average.
2. By the end of Year 6, the pupils' speaking and listening skills are average and the pupils throughout the school make satisfactory progress. They listen attentively to instructions and many are keen to join in with group and class discussions or respond to questions. In one lesson, the pupils in Year 6 used the notes they had made for homework to discuss biographies effectively. The pupils' listening skills are well developed through a wide range of opportunities to take part in speaking and listening activities. Across the school, the pupils have opportunities to develop these skills in other subjects, for example in the regular discussions in the daily mathematics lessons and in science. There is a strong emphasis placed on the teaching of reading and standards are above average. The pupils in the infants and juniors build upon the skills and confidence they gain in the Nursery and Reception classes. They make good progress and, by the end of Year 6, the pupils read accurately and with fluency and understanding. Most have developed positive attitudes to reading and they use a range of strategies to tackle unfamiliar words. Across the school, the pupils are well supported in the group reading sessions in literacy lessons and they know how to use books to extend their learning in other subjects. The teachers provide many opportunities for pupils to learn to read a variety of texts in lessons and the pupils become increasingly confident in their understanding.
3. The pupils attain standards in writing that are well above average and this is a significant strength. In recent years, the school has invested well in training for staff and on resources. Consequently, the teachers have a clear understanding of how writing skills are developed and they have high expectations of what the pupils are capable of achieving. There are very good procedures for assessing the pupils' work and tracking their progress and marking is used very effectively to support this, particularly in Year 6. As a result of this good teaching, the pupils make good progress. They understand the objectives for specific pieces of writing; are clear about their own personal targets for improvement and they know what they need to do attain specific levels. The pupils are provided with a wide range of opportunities to write in a variety of styles and for different audiences and purposes, including letters, postcards, book reviews, character studies and summaries. There are many opportunities for more able pupils to write at length, such as historical accounts and persuasive writing. This contributes significantly to the high standards achieved and to the good proportion of pupils who attain the higher levels. The pupils take great pride in their work and the standard of presentation is high across the school. Handwriting is neat and well formed and the work is punctuated accurately.

The teaching is good, particularly in the Nursery and Reception classes and the juniors.

4. Overall, the quality of teaching is good, and there is a significant proportion of very good teaching in the Foundation Stage (Nursery and Reception) and in the juniors, particularly in Year 6. There is very little unsatisfactory teaching. The basic skills of literacy and numeracy are well taught across the school. This positive picture is a strength of the school and represents an improvement since the school's last inspection.
5. Teaching in the Nursery and Reception is never less than good. There is a strong emphasis on the children's personal development and a rich and varied curriculum with carefully structured activities relating to each of the areas of learning. There are many opportunities for the children to take part in practical and problem-solving activities. Relationships amongst the children, and with the adults with whom they work, are very positive. As a result, the children develop their independence, become more confident and they make good progress in all aspects of their development, particularly in the early stages of learning to read and write. The staff ensure that there is a smooth transition from the Nursery to the Reception classes. The teaching assistants make a good contribution to the provision, although one of the Reception classes receives no support staff.
6. Lessons in literacy and numeracy are well planned and the teachers have a good knowledge of the national strategies. Across the school, the teachers generally plan activities that challenge all levels of ability. This is seen particularly in those literacy lessons that focus on developing the pupils' writing skills and there are many opportunities for them to write at length and for differing audiences. In a good lesson seen in Year 2, the teacher provided writing activities that met the needs of pupils of all abilities, who were able to make good progress in writing a sequence of events in a story. The most effective teaching is seen in Year 6, where a significant strength is the emphasis given to developing the pupils' knowledge of what they will learn in the lesson, their own targets for improving their work and the levels they are attaining. The more able pupils are challenged to produce increasingly more complex work and this results in many examples of high quality writing. Lower ability pupils also respond well to this teaching. They are clearly keen to do their best and complete their tasks successfully and they make good progress towards their own specific targets.
7. Relationships in most lessons are very good and enable discussions to be carried out very effectively, for example those at the beginning and end of literacy and numeracy sessions. Most of the pupils behave well, due to the good levels of class control and high expectations of the pupils' behaviour. The teachers work hard to maintain these good relationships with the pupils and, as a result, the pupils generally waste little time and they work sensibly in groups and independently. Those pupils who display challenging behaviour are generally well managed. Very occasionally, some pupils do not listen sufficiently well to instructions and, consequently, they are unsure what they are supposed to do and their learning is limited.
8. The assessment procedures across the school are good and this is an improvement since the school's last inspection. The teachers keep accurate records and these are well used to set individual targets for the pupils. Teachers mark work conscientiously and, particularly in Year 6, the marking is used very effectively to help the pupils know how they are doing and how they can improve their work. This is particularly evident in the marking of the pupils' writing and contributes to the high standards. Homework is very well used to support pupils' learning in English and mathematics in the juniors. Those pupils who have difficulty learning are well

supported by the staff and this enables them to make good progress. The work is well matched to pupils' needs and identifies the small steps needed for them to make appropriate progress.

9. In the school's last inspection, the teaching of information and control technology was identified as a weakness. The school has invested well in staff training and in providing good facilities, including two computer suites. The teacher's knowledge and confidence in the subject have improved considerably and they make good use of suites and the new 'smart-board'¹ and this is having a positive impact on raising standards, which are now in line with what is expected of pupils of this age.

The pupils have positive attitudes to school and their personal development, particularly their moral and social development, is good.

10. Throughout the school, the pupils have positive attitudes to their work. Inspection evidence supports the view expressed by most parents who returned the questionnaire, and those who attended the meeting for parents, that their children like school. The pupils show an interest in their work, are eager to do well and they work hard in lessons. An example of the pride which most pupils take in their work is the high standard of presentation evident in work across the school. The youngest children show a willingness to listen to the adults with whom they work and they show good concentration and a willingness to persevere. Relationships amongst the pupils and between the pupils and the adults in school are good. The staff provide excellent role models and the pupils respond by being polite and courteous. This makes a clear contribution towards the positive atmosphere in the school.
11. The pupils' personal development is good. A high priority is given to their moral and social development. A programme of personal, social and health education lessons has been introduced successfully, including regular opportunities for the pupils to discuss important issues and solve problems. For example, pupils in Year 1 were observed discussing ways in which they can keep safe. The pupils respond well to these opportunities to develop their confidence and self-esteem. They have a clear understanding of right and wrong, supported by the good role models set by the adults in school. There is a clear code of conduct, which contributes to the pupils' moral development, and the 'golden rules' and 'merit boards' are displayed effectively in each classroom.
12. The provision for the pupils' social development is good. The pupils are encouraged to work together in lessons and they respond well to the opportunities to do jobs in classrooms and around the school. The children in the Nursery and Reception quickly learn to take responsibility for themselves by tidying away after their activities. Relationships are good and benefit from the 'buddy' system, where older pupils take responsibility for supporting younger ones. Assemblies, on themes such as 'helping other people', enhance the pupils' personal responsibility and their understanding of people less fortunate than themselves and have resulted in sending gift boxes to Romania. Many pupils benefit from the satisfactory range of extra-curricular activities offered by the school. Despite the difficult nature of the site, the school successfully promotes a 'family' atmosphere.

The pupils are well cared for and those with special educational needs receive good support.

¹ This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

13. The school provides a good standard of care for its pupils. Staff and governors take matters of health and safety seriously and, despite difficulties presented by the nature of the school's site, they have established clear procedures for promoting the pupils' well-being, health and safety. Effective child protection procedures are in place and the staff are aware of their responsibilities.
14. The school has a comprehensive policy for managing behaviour and the wide range of strategies is implemented consistently in most classes. The system includes 'golden time', whereby the pupils can earn rewards to be used at the end of each week. Whilst this is effective overall, some parents report that they are unclear about how the time is earned and how sanctions are applied to reduce the time. There are very few instances of bullying, racism or oppressive behaviour but should they arise, they are dealt with promptly and effectively. Similarly, the significant minority of pupils who display challenging behaviour are generally managed well by teachers and support staff. The school has effective procedures to monitor and promote good attendance and parents are clear of the system for reporting absence.
15. The school has good procedures in place for assessing the pupils' attainment and progress. These have improved significantly since the last inspection when assessment and record keeping were identified as weaknesses. A profile of each pupil's progress is kept from the time they join the school and, in English, this information is used very effectively to inform older pupils of their progress and identify their targets for improvement. Similar procedures are in place in mathematics and science, but this information is not shared as effectively with the pupils in these subjects. The school is making good progress in developing assessment procedures in other subjects.
16. The procedures for the identification of pupils with special educational needs are good and this enables those pupils to make good progress. The pupils' individual education plans are clear about the small steps that these pupils need to take to improve. They are regularly reviewed and updated and, as a result, the work provided for them is well matched to meet their targets. The class teachers, special educational needs co-ordinator and support staff are committed to meeting the needs of the pupils and those pupils who have the greatest difficulty are well supported by the teaching assistants with whom they work. There are good links with the external agencies who provide support, including those who advise on behavioural difficulties.

The headteacher, senior staff and governors provide strong leadership.

17. The school is well led and managed by the headteacher, senior management team and governors. Their leadership gives a clear direction to the work of the school and the senior managers are well supported by the rest of the staff. The leadership and management have improved since its last inspection in 1997 and the school has made good progress in addressing the issues that were identified. The role of the deputy headteacher and subject co-ordinators has improved significantly. Similarly, governors are now more involved in monitoring the cost-effectiveness of the decisions they make. Standards have risen, particularly in English and information and communication technology, and the quality of teaching has improved.
18. The school's evaluation of its performance is good. There are rigorous procedures for monitoring teaching and learning, a responsibility that is shared by the headteacher and subject co-ordinators. Support from the local education authority is well used to help the staff develop the necessary skills of observing in classrooms. There are also good opportunities to scrutinise pupils' work and teachers' planning is monitored regularly by the senior management team. The results of these monitoring activities are used to identify strengths and areas for development and to inform

performance management processes. These very good procedures have had a positive impact on the quality of teaching.

19. Through an effective committee structure, the governors are well informed about the school's work. They are developing a clear picture of its strengths and weaknesses and fulfil their responsibilities well. The results of the monitoring activities are shared at governors' meetings and there are good links established between individual governors and subject co-ordinators who, together, analyse results of the national tests. The information gained, together with the improved assessment procedures, enables the school to set challenging targets for the pupils. The governors are appropriately involved in school improvement planning. The plan contains appropriate priorities, timescales and allocations from the school's budget. It is drawn up by the headteacher, in consultation with the senior management team and subject co-ordinators, who play an important part in identifying priorities and driving through initiatives.
20. The school's financial planning is good and relates closely to the priorities identified in its school improvement plan, so that there is a good match between the school's priorities and expenditure. Governors give due regard to ensuring that the principles of best value are applied to major purchases. The school has very good administrative support, which ensures that day-to-day routines are smooth and efficient. The school's site presents many difficulties, as many of the classes are housed in temporary accommodation. To counter the inadequacies, the staff work hard to present their classrooms attractively and the headteacher and governors are conscientious in their managing of the pupils' health and safety.

WHAT COULD BE IMPROVED

Standards in mathematics and science could be higher.

21. An analysis of the national tests results in recent years and the evidence from the inspection indicate that, by the age of eleven, the pupils' attainment in mathematics and science is lower than in English. Compared to similar schools, the results of the 2002 national tests in Year 6 were well below average in mathematics and science, whilst in English they were well above average. Significantly more pupils attain the higher levels (Level 5 or above) in English than in the other subjects. This situation was repeated in the Year 2 test results in mathematics, although the percentage of pupils attaining Level 3 in the science teacher assessments was well above average.
22. The scrutiny of the pupils' previous work in mathematics and science and the evidence from the observation of lessons indicates that both subjects are well organised and managed. The teachers have a secure knowledge of the national numeracy strategy, implement the daily mathematics lesson effectively and the basic skills are well taught. However, there are too few opportunities for the pupils to solve problems in real-life situations and explain the methods that they use. This, in particular, limits the attainment of the more able pupils. In science, the pupils experience a broad and interesting curriculum. There is a good emphasis on practical activity and the pupils develop a secure understanding of how to carry out a fair test. The work in their books shows that many of the activities are similar for pupils of all abilities and there are too few opportunities for the more able pupils to devise their own tests and select the most appropriate ways of recording their findings.
23. The procedures for assessing the pupils' attainment have improved across the school and this is giving clear information to enable the teachers to set targets for improvement for individual pupils. In English, particularly with the older juniors, this information is well used to inform the pupils of

their progress and what they need to do to improve and achieve particular levels. This information is not shared as effectively in mathematics and science. The school has not yet formalised its procedures for identifying and supporting those pupils who are gifted and talented and, together with the limited opportunities for the more able pupils to devise their own tests and solve real-life problems, this contributes to the low numbers of pupils achieving the higher levels in mathematics and science when compared to English. Developing this aspect of its provision would also help identify the most capable pupils in a wide range of areas including sport and the arts.

The pupils have too few opportunities to develop their knowledge and understanding of different cultures.

24. The school provides a good range of opportunities to develop the pupils' awareness of their own culture, including the celebration of festivals, such as harvest, and the significance of national events, such as 'poppy day', and royal occasions. There are many opportunities in history and geography for finding out about life in the past and in other places. Work in art and visits to places of local interest and further afield enhance their understanding and there is a good contribution from visitors, including the police and the fire brigade. However, there is too little emphasis on developing their understanding of life in a modern multicultural society. There are few resources to enhance their knowledge of the richness and diversity of cultures other than their own and opportunities are too rarely planned for. The school makes little use of visits, visiting speakers or performers to support the pupils' learning in this area.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to improve standards and the quality of education further, the headteacher, governors and staff should:
- (1) Raise standards in mathematics and science by:
 - increasing the opportunities for the more able pupils to devise their own scientific investigations; select and record their findings in a variety of ways; and solve mathematical problems in real-life situations;
 - improving the use of assessment information to ensure that the pupils are well informed about how they can improve their work and how they can attain the higher levels;
 - agreeing a policy for the identification and support of pupils who are gifted and talented.
(paragraphs 21 – 23)
 - (2) Improve the provision for pupils' multicultural development by:
 - increasing their knowledge and understanding of cultures other than their own;
 - ensuring that there are planned opportunities through other subjects, including music and art;
 - ensuring that there is an appropriate range of resources to support this development.
(paragraph 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
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	7	12	8	1	0	0
Percentage	0	25	43	29	4	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	402
Number of full-time pupils known to be eligible for free school meals	0	52

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	71

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	48
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.6	School data	0.3

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 Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	32	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	18
	Girls	31	31	30
	Total	50	50	48
Percentage of pupils at NC level 2 or above	School	96 (89)	96 (87)	92 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	20
	Girls	31	30	31
	Total	49	48	51
Percentage of pupils at NC level 2 or above	School	94 (89)	92 (94)	98 (87)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	36	23	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	22	31
	Girls	19	14	19
	Total	46	36	50
Percentage of pupils at NC level 4 or above	School	78 (78)	61 (74)	85 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	32
	Girls	20	17	20
	Total	50	45	52
Percentage of pupils at NC level 4 or above	School	85 (81)	76 (78)	88 (83)
	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	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	348	7	1
White – Irish	0	0	0
White – any other White background	2	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	3	0	0
Asian or Asian British – Indian	1	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	3	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	45	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)	16.7
Number of pupils per qualified teacher	24.1
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	188.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	65

Financial information

Financial year	2001
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	£
Total income	839544
Total expenditure	834442
Expenditure per pupil	2016
Balance brought forward from previous year	10083
Balance carried forward to next year	15185

Number of pupils per FTE adult	20
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FTE means full-time equivalent.

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.9
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	422
Number of questionnaires returned	182

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	7	1	0
My child is making good progress in school.	41	51	4	1	3
Behaviour in the school is good.	27	58	7	3	5
My child gets the right amount of work to do at home.	32	53	10	2	3
The teaching is good.	39	53	3	1	4
I am kept well informed about how my child is getting on.	29	49	18	3	2
I would feel comfortable about approaching the school with questions or a problem.	43	42	12	2	1
The school expects my child to work hard and achieve his or her best.	41	51	2	1	5
The school works closely with parents.	19	43	28	5	6
The school is well led and managed.	25	48	13	4	10
The school is helping my child become mature and responsible.	32	55	7	1	5
The school provides an interesting range of activities outside lessons.	21	33	21	10	16