

INSPECTION REPORT

MARKET DRAYTON JUNIOR SCHOOL

Market Drayton

LEA area: Shropshire

Unique reference number: 123411

Headteacher: Mr W E Edge

Reporting inspector: Mr David Carrington
15414

Dates of inspection: 7th – 8th October 2002

Inspection number: 248450

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
Gender of pupils:	Mixed
School address:	Alexandra Road Market Drayton Shropshire
Postcode:	TF9 3HU
Telephone number:	01630 652769
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs H Williams
Date of previous inspection:	23 rd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Market Drayton Junior school is larger than most primary schools, with 191 boys and 151 girls on roll. The school is almost one fifth smaller than at the time of the 1998 inspection. The majority of pupils come from within the town, but just under ten percent come from the nearby army base. Nearly every pupil is from a white British background. Five pupils come from homes where English is not the first language, though all of these pupils speak English fluently. Nearly ten percent of pupils are entitled to free school meals, which is about average. There are about 16 percent of pupils with special educational needs. Twelve of these pupils, an above average proportion, have statements, of whom nine with emotional and behavioural difficulties are taught in a separate class for much of the school day. The overall proportion of pupils with special educational needs has reduced significantly following the re-organisation of provision. When pupils start school they have average levels of skill and knowledge. During the last six years the school has had three different headteachers and two acting headteachers.

HOW GOOD THE SCHOOL IS

Following a period of instability, the school is on an upward trend and is clearly an improving school. Conspicuous amongst the improvements are the rise in SATs results, better standards of behaviour and the much improved accommodation. In the two years that the headteacher has been in post the school has regained its determination to succeed. There is a good ethos in school and the staff team are united in their work for improvement. The quality of teaching and learning is satisfactory and progress is steady throughout the school. Overall standards are average at the age of eleven and there is evidence of above average standards in some of the work seen. Several issues from the past remain as priorities for the future but it is clear that the school is moving ahead and has the opportunity to become even more effective. The school gives satisfactory value for money.

What the school does well

- The headteacher has high expectations and a very clear understanding of the school's strengths and weaknesses. He leads the school very effectively.
- Relationships and pupils' self-esteem and behaviour have strengths and they have been improved very successfully during the last two years.
- The accommodation is of good quality and the school presents itself well.
- There has been very good improvement to SATs results, which were well above average in English and science and above average in mathematics in 2001.

What could be improved

- Procedures to find out how well pupils are progressing require improvement.
- The work provided does not always take enough account of the needs of pupils from different backgrounds and ability groups.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February 1998 when there were four key issues:

1. Raise standards in information technology
2. Continue to improve the behaviour of pupils
3. Improve the progress of pupils with special educational needs
4. Review and develop assessment procedures to ensure a closer match of work to pupils' needs.

In the period between that inspection and the present one, the school went through a very unsettled time. There were changes of headteacher and other staff and pupils' education was disrupted. The buildings deteriorated and poor behaviour became a serious issue. Since the present headteacher joined

the school two years ago the corner has been turned and the most significant weaknesses, not necessarily those identified in the previous report, have been addressed successfully. Overall, there has been satisfactory improvement between the two inspections, though some of the previous key issues remain on the agenda for improvement. The prospects for continuing improvement are positive, particularly because of the very good lead given by the headteacher and the good improvement made since he joined the school.

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
	1999	2000	2001	2001
English	D	C	A	A
Mathematics	D	C	B	B
Science	D	C	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

Similar schools are those schools with between 8% and 20% of the pupils entitled to free school meals.

The rate of improvements to standards has been better than the national trend over the last five years. In 2001, results were well above both the national average and that found in similar schools in English and science and above these averages in mathematics. Preliminary analysis of the results in 2002 suggests that the rate of improvement has been sustained. The proportion of pupils attaining the higher level 5 in 2001 was well above the national and similar schools averages in all three subjects. The school has a successful track record of late boosts to attainment and has earned a government award for the improvement made to standards. Over the past three years, girls have done significantly better than boys in science and mathematics in relation to national trends but in English there was no difference. Whilst standards are at a good level in SATs, the work seen by inspectors did not always match this level and overall standards are average at the age of eleven. In much of the work, very similar tasks are given to pupils from all backgrounds, including those with special educational needs and the higher attainers. This means that some pupils struggle to complete the work whilst others find it too easy. The headteacher has introduced a promising target setting and tracking system designed to pinpoint such problems quickly and eliminate them. There is shared determination in school to ensure that the progress pupils make is consistent and at its maximum. The literacy and numeracy strategies are having good impact on the level of pupils' basic skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes to school and they try hard and concentrate properly.
Behaviour, in and out of classrooms	The improvement of behaviour is one of the school's main successes. It is satisfactory overall. There were seven, fully justified, temporary exclusions during the last school year.
Personal development and relationships	Relationships are harmonious, friendly and polite. Pupils' self-esteem has been built up well and they are developing as pleasant people.

Attendance	The level of absence is lower than that found in most primary schools. Pupils arrive punctually for the start of the school day.
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TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	satisfactory

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.

Evidence from inspectors' observations in lessons and from the scrutiny of pupils' past work show teaching and learning to be satisfactory overall. Some good teaching and learning was in evidence and no teaching was judged to be unsatisfactory. Aspects of planning and the use of time in lessons are ripe for improvement. Lesson planning is often too vague in identifying what pupils of different backgrounds and capability need to know and be able to do. This leads to some pupils not working at the right level nor completing enough work in the time available. However, the management of pupils and the use of homework are both good. In some lessons, opportunities are missed to fully extend pupils' knowledge and skills and here, teaching and learning are adequate. The basic skills of English and mathematics are taught soundly. Learning is productive and settled. Most pupils try hard and concentrate properly. Pupils with special educational needs are supported soundly, though their work could sometimes be better matched to their specific needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides appropriate and systematic opportunities for pupils to learn new knowledge, skills and understanding in all subjects. The provision of activities outside lessons is good and there are strong links with the community and other local schools that ensure learning is broadly based and continuous from phase to phase.
Provision for pupils with special educational needs	Pupils with special educational needs are supported soundly and they make the same progress as the other pupils. Some work could be better matched to their individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' moral and social development is fostered well and their spiritual and cultural development is satisfactory. The school has made a promising start to improvements in pupils' awareness and celebration of other people's cultures and faiths.
How well the school cares for its pupils	Pupils are well looked after and their health and safety are promoted well. Procedures to promote good behaviour are very effective. Those to assess the level of knowledge and skill and to set targets for future work require improvement.
The partnership with parents	Parents have positive views of the school and are provided with appropriate information about their children's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher	The headteacher gives a very good steer to the school and is working to create an effective senior management team, though this is at an early

and other key staff	stage of development. It is very evident that all staff are committed to improvement and have the capacity to succeed. The school's aims and priorities are being pursued very successfully.
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How well the governors fulfil their responsibilities	Governors are growing into their role as the group who checks that the school is effective enough with enthusiasm and hard work. They ensure that statutory requirements are met and that the school applies the principles of best value soundly.
The school's evaluation of its performance	The headteacher understands the strengths and weaknesses of school performance very well. Subject leaders do not have sufficient opportunities to check and evaluate standards, teaching and learning across the school in order to assess how well their subject is doing.
The strategic use of resources	The headteacher has been successful in attracting additional funding in order to supplement the budget. There are clear priorities for future development that are tied effectively to finance.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed and staff are helpful. • Their children like coming to school. • Pupils are taught well and make good progress. • Expectations are good and pupils become mature and sensible learners. 	<ul style="list-style-type: none"> • Homework levels could be improved. • The school could work more closely with parents. • The range of activities outside lessons could be better.

The inspection team judges that the headteacher has made a very good start to improvement over the last two years and that parents' positive views are generally accurate. Homework levels and the range of activities outside lessons are good and the school is working hard to form an effective partnership with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher has high expectations and a very clear understanding of the school's strengths and weaknesses. He leads the school very effectively.

1 The school's previous inspection report of February 1998 identified that the school was effective but flagged up four key issues. These were to raise standards in information technology, improve the behaviour of pupils, make enhancements to enable pupils with special educational needs to make better progress and to review and develop assessment procedures to ensure a closer match of work to pupils' needs. In the two and a half years following that inspection, the school went through an unstable period with a number of changes of headteacher and significant turnover amongst the staff. There is substantial evidence to show that behaviour deteriorated during this period and that the shared commitment to improvement was diluted. Many of the school's management structures were in a weaker position and progress with the school's action plan to tackle the four key issues stalled. All this was because of the lack of stable leadership.

2 When the headteacher joined the school in September 2000 he immediately evaluated the school's performance and identified the priorities for urgent attention. Behaviour and the condition of the school buildings were assessed as poor. The headteacher recognised that both these things were the outward face of the school, by which its success was judged. Also, in the case of behaviour, he knew very well that no great gains would be made in terms of the quality and effectiveness of education until this was tackled successfully. These priorities were clearly the right ones for late 2000.

3 Over the past two years, the headteacher has led the school with determination, hard work and high expectations. His maxim is that he is *not third rate, neither is this school and all pupils will meet their potential in full*. This, he communicates very effectively in his work to bring improvement. The value that he places on staff, governors, parents and pupils alike has been instrumental in raising the self-esteem of those involved in the school. Two years on, pupils have a much more *can do* attitude and staff are ready for the challenges that continuing improvement, often in important aspects of the school's work, will bring. The headteacher knows that there are still things to accomplish to ensure that the school is as effective as possible. Because it is still early in the headteacher's time in school and there are still important things to tackle, the school may have benefited from a full inspection this time round in order to give a closer reflection of its work.

4 Now that working conditions in school are more settled the headteacher is giving increasing attention to the management structure for the future. He has well documented plans for the development of senior managers and subject leaders and for the establishment of rigorous systems of assessment, monitoring, target setting and tracking and evaluation in order to establish clearly the strengths and weaknesses of school performance. His intention is that from now, September 2002, the leadership and management of the school will devolve more to other members of the management team and not rest with him alone. The headteacher has set a target of two years for the accomplishment of his plans for increased school effectiveness and the prospects for this look positive.

Relationships and pupils' self-esteem and behaviour have strengths and they have been improved very successfully during the last two years.

5 Because of the headteachers' determination and very successful efforts, behaviour is now much more settled and this allows learning to be much more effective. During the inspection, the behaviour of most pupils was at least satisfactory in all 37 lessons observed. Around the school, pupils conduct themselves well. In assembly, even when tightly packed, most pupils are attentive and well behaved. At break and lunchtime, behaviour is also appropriate. There is some boisterous play at times but very little evidence of bullying or aggressive behaviour. Parents and pupils alike say that the school takes such issues very seriously, does not tolerate them and sorts such problems quickly. Parents flagged that there had been an improvement in behaviour when talking to inspectors and 94% of those responding to the questionnaire reported that behaviour is calm and orderly.

6 There are a number of pupils in school with emotional and behavioural needs. Many of these are boys and most are identified as having special educational needs because of this. In general, these pupils are supported well and their behaviour, at its worst, does not impact too heavily on the work of other pupils. In some lessons observed, such pupils were demanding and could be sullen or uncooperative. In most cases, teaching assistants responsible for meeting their needs were observed to give appropriate support and teachers dealt with the situation properly. However, in one or two lessons the pace of learning slowed when the behaviour of the few deteriorated and the management of behaviour was not as good as it could have been. In no instance was learning totally disrupted but it is evident that the priority of maintaining good order in class is a continuing one. Set beside this, however, is the fact that the majority of teachers manage behaviour well.

7 Most pupils have positive attitudes to learning and are pleased to be in lessons. The attendance rate is a clear indicator that pupils want to be in school. It is currently above average and there is very little unauthorised absence. Parents also say that their children like coming to school. Again, 94% answering the questionnaire identify this fact. Pupils are cheerful, they are willing to work productively and they know that they can succeed. Thus, the personal qualities required for effective learning are in place.

8 Supporting the positive outlook that pupils have on learning is the quality of relationships. These are good between pupils and adults and between the pupils themselves. Everyone is respected and valued. Beyond this, they are expected to do well. This is a turn-round since the school's cheerless days in the past and is indicative of the prospects for continuing advancement.

The accommodation is of good quality and the school presents itself well.
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9 Amongst the school's photograph albums is a comprehensive record of the decline of the buildings prior to the headteacher taking up post. Pupils and staff were working in a mix of contemporary and late Victorian buildings. Peeling paint, extensive damp patches, copious mould growth, leaking doors and windows and other indicators of neglect were rife. People were clearly not valued by having to work in such conditions.

10 Two years on from September 2000 the school stands well in its setting. The classrooms and other areas have been redecorated, re-modelled and refurbished. There has been a general clear-out of decrepit and dated resources, furniture has been replaced or renovated and the site staff have worked long hours to keep the buildings clean, tidy and free of hazard. The visitor to school is immediately impressed by the state of the site and the warm and friendly reception from the office staff.

11 Internally, displays are attractive and welcoming. They set standards for pupils to aspire to and there is an increasing amount of pupils' own work on display. There is, for example, some very well presented work in the computer suite that shows what pupils in all

year groups have achieved. This record of work encourages other pupils to *have a go* and produce work that is of its equal or even better. Classrooms too have displays that invite inspection and set the tone for learning.

12 It is evident that the high expectations of the headteacher are pervading the whole school. In presenting itself in this way, the school sets out its mission and aims very clearly. The third rate, the second rate, will not be tolerated. Market Drayton Junior School is shown to be on its way up.

There has been very good improvement to SATs results, which were well above average in English and science and above average in mathematics in 2001.

13 The determination and effort that has been put into improving behaviour, self-esteem and expectations over the last two years has also extended to the quest for higher standards. The rate of improvement in SATs results has been better than the national rate in recent years and the school has gone from a distinctly ordinary profile of results with a preponderance of 'C'¹ grades in SATs to one where there is an increasing representation of 'A' grades.

14 In July 2001, at the end of the headteacher's first year, results in Year 6 were well above the national average ('A') in English and science and above average ('B') in mathematics. In comparison with schools with a similar proportion of pupils entitled to free school meals, the school is just as successful, with two 'A' and one 'B' grade against the same subjects. Because of the overall rise in standards the school earned the government award for improved attainment.

15 In 2001 there were some notable trends that the school identified and resolved to tackle. Whilst standards in English and science were good, the results in mathematics were not quite as strong. Following a period of trial, the school began setting pupils for mathematics in order to cope more effectively with the wide range of attainment. Managers decided that the same arrangements were not as necessary in English and pupils continue to be taught in classes of mixed attainment. The school is now at the point of evaluating whether this pattern of grouping pupils has been successful. It is evident that there are some issues for future attention, as shown in the next section, though its literacy and numeracy strategies are bearing fruit overall.

16 Also over the period between 1999 and 2001, in relation to the national trend, girls did appreciably better than boys in science and mathematics. However there was no significant difference in English. There is something of a conundrum in this as generally boys in school respond better in practical subjects such as science and the few with emotional and behavioural needs especially, find the extended concentration and listening skills required in literacy sessions more difficult to manage. The headteacher is alert to the issue of the attainment patterns of boys and girls in school and has strengthened the target setting and tracking procedures to keep a close check on pupils, whatever gender, who appear to be under-achieving.

17 One positive trend in 2001 was the proportion of pupils attaining the higher level 5. This was well above average in all three tested subjects and as such, was a significant improvement on the situation in previous years. On some occasions in the past the proportion of pupils attaining level 5 was well down on the proportion in most primary schools. The school had targeted level 5 attainment particularly for improvement and its efforts paid very good dividends.

¹ SATs results are graded on a seven point scale from A* to E*, as shown on the key on page 7.

18 Although there are not yet any official statistics to make valid comparisons of the SATs results in 2002, preliminary analysis indicates that standards have maintained the general improvement of the past few years. Last year's group of Year 6 pupils had a higher proportion of pupils with special educational needs and there had been a battalion change in August 2000 that saw a ten per cent turn over in pupils on the same day. Thus, a sizeable group had been educated in the different education system of Northern Ireland and many others had learning difficulties in one form or another.

WHAT COULD BE IMPROVED

Procedures to find out how well pupils are progressing require improvement.
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19 It is very evident that the effort to improve the school has been successful and great strides have been made on previously important issues. The headteacher knows it is now time to take stock of the school's recent advance and to adjust the direction of improvement in a bid to maintain the momentum towards full school effectiveness.

20 Whilst not losing sight of the need for continuing enhancement of behaviour, amongst the other ongoing issues, it is clear that the way ahead now rests on the success of means to find out more, and precise, information about all pupils' progress. Standards in SATs are at an all-time high, though the headteacher wants them to move up another notch. Standards in the wider range of subjects have not moved on as effectively. Wisely, the focus has been on literacy and numeracy over the past two years and now the benefits of that work can be utilised to raise standards elsewhere.

21 There has been some discrepancy in the results of teacher assessment and test outcomes in recent SATs. This indicates some imprecision in the school's own assessment systems. Also, in many subjects outside the three core subjects of English, mathematics and science, assessment procedures are left to the choice of the individual subject leader or teacher and there is no consistent means of finding out how well pupils are doing. In subjects such as information and communication technology (ICT) and design and technology, attainment has improved over the level found at the 1998 inspection. In both these subjects, standards are average. However, ways to assess pupils' knowledge and skills are not fully developed in ICT and design and technology or in other non-core subjects and so the actual improvement to standards is hard for the school to establish conclusively.

22 Where assessment is stronger, the resulting data is not used effectively enough to influence planning of subsequent tasks, the grouping of pupils and the match of work within lessons. For example, in several lessons observed, whether set for mathematics or of mixed attainment in other subjects, the work provided was near identical for all pupils. The lesson plan contained general learning objectives for the whole class and there was little information about how the range of pupils present would be provided for or how skills and knowledge would be assessed. In some observed cases, pupils with learning difficulties struggled or higher attaining pupils coasted because the work was targeted at the middle group.

23 The headteacher has introduced a strengthened target setting and tracking process to enable the school to build on pupils' successes and to identify and eliminate under-achievement. This has good promise for the future, but is clearly at a very early stage of development. At present, teachers can look back at what was attained previously and targets can be set for a year in advance. However, the data is not yet used to track progress through the year and make effective intervention as needed with any great consistency. Targets are set for groups of pupils and for individuals and are inserted into their books. In some cases these could be more precise, as in the case of individual education plan targets for pupils

with special educational needs. Additionally, the marking of work does not always link into the targets strongly enough, so pupils are not then fully informed of ways to improve their work.

24 The monitoring of teaching, learning and progress has improved over previous years but it still does not go far enough. Not every subject leader has the opportunity to observe work in other classes and so they do not have full information about subject performance. The headteacher knows that this practice can be more consistent and rigorous. He has established a programme of staff training for monitoring work and there are firm plans in the good quality school improvement plan for the extension of monitoring across the school.

The work provided does not always take enough account of the needs of pupils from different backgrounds and ability groups.
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25 The headteacher understands the weaknesses in management processes to gather the essential information about school performance and effectiveness and a start has been made to enhancement of these systems. However, the lack of information generally is affecting the matching of work to the needs of different groups of pupils. This is recognised and accepted and there is good resolve to sort the issue.

26 The school has seen substantial changes made to the provision for pupils with special educational needs. There are fewer such pupils now that the school has taken on more responsibility for this provision from the local education authority and the changes required by the new code of practice have been implemented. Pupils with statements and those with more demanding special educational needs have teacher assistant support in classes and small withdrawal groups. In general, work to support these pupils is successful but refinement is due. This chiefly affects the precision of targets on individual education plans and the match of work to their needs as indicated above but also the deployment of additional teaching support in lessons and judging the impact of repeated withdrawal from the same lessons.

27 Higher attaining pupils have done very well in recent SATs though their attainment in lessons is sometimes restricted by having to complete the same tasks as everyone else. The particular learning styles of higher attaining pupils are not entirely capitalised upon. Whilst there are some good examples of challenging work set in books, for example the Year 6 mathematics work completed last year, this is not consistent and opportunities are lost to take their learning on.

28 A significant proportion of pupils come from families at the nearby army base. The headteacher is working to establish whether these pupils learn as effectively as other pupils, particularly when there is a change of battalion, as in August 2002. There is currently very little evidence either way. During the inspection these pupils worked as effectively as the others and there was little difference in the work completed last year in books. The school has established links with the Service Children's Education Service in a bid to ensure that their needs are catered for properly. However, there is a clear need to monitor the work of pupils from army families to ensure progress is maintained at optimum levels.

29 As observed above, a great success has been the establishment of good conduct in school. The challenge now is to maintain the rate of advance. The pace of learning and the activities set for pupils are the key to ongoing success. In some lessons, learning is a protracted affair because the session length is long. In many classes the period between 9.00am and 10.40am is set aside for literacy work. Some pupils find this too demanding of their concentration and interest can wane. Many pupils hold their motivation successfully but the pace of working often slackens and pupils accomplish in one hour what many would

complete in 45 minutes. Where behaviour is weakest, the learning activities often involve extended listening, writing or fairly static working. The pupils with emotional and behavioural difficulties, particularly the boys, find this hard to manage, with a resulting loss of interest. Where the work is more practical and contained within shorter sessions, as in some of the science observed, learning is much more motivating for all pupils and the pace of gathering knowledge and skills is brisker. Senior managers recognise this pattern of learning in school and are using the continued programme of staff development to support the evolution of a broader range of behaviour management strategies.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30 The headteacher has led the school very effectively in improving key elements of its work, particularly the behaviour of pupils, so that conditions for learning are now stable and orderly. However, not every opportunity is yet taken to ensure that pupils of all backgrounds fulfil their capabilities. The school's systems to find out about pupils' performance and to use the resulting information when planning subsequent work are now ripe for improvement. Therefore, everyone in school should work to:

1. Develop rigorous systems to assess pupils' knowledge, skills and understanding and to monitor teaching, learning and standards across the curriculum, by:

- Improving the systems of assessment;
- Ensuring that the information produced by assessment is used fully in the planning of the next steps in the work;
- Continuing to develop the target setting and tracking process to ensure all staff know how well pupils are doing against their personal targets;
- Broadening the scope and strengthening the rigour of monitoring and evaluation processes to ensure all pupils' progress is consistent through the school.

2. Make sure that the work set for pupils of all backgrounds and ability groups is firmly focused on appropriate and precisely defined knowledge, skills and understanding to be learned, by:

- Ensuring that planning gives sufficient detail about different work for the main groups of pupils in the class;
- Improving the match of work to pupils with special educational needs and higher attaining pupils in particular;
- Checking that pupils withdrawn from lessons do not miss important elements of work in other subjects;
- Matching additional learning support to pupils of all attainment levels with most need;
- Continuing to check that pupils from army families are as successful as other pupils;
- Reviewing and adjusting the length of lessons, and number of sessions through the school day, where appropriate, to boost the pace of learning;
- Taking more account of the learning styles of different groups of pupils when planning work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	18	19	0	0	0
Percentage	0	0	49	51	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 two percentage points.

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)	342
Number of full-time pupils known to be eligible for free school meals	34

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	54

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0.1

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	2001	50	38	88

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	39	49
	Girls	32	28	33
	Total	74	67	82
Percentage of pupils at NC level 4 or above	School	84 (76)	76 (77)	93 (86)
	National	75 (75)	71 (72)	87 (85)
	2002 school	80	67	89
	2002 national	75	73	N/a

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	40	49
	Girls	32	28	31
	Total	74	68	80
Percentage of pupils at NC level 4 or above	School	84 (56)	77 (73)	91 (81)
	National	72 (70)	74 (72)	82 (79)

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
349	7	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0

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)	13.0
Number of pupils per qualified teacher	27.3
Average class size	29.5

Education support staff: Y3 – Y6

Total number of education support staff	9
Total aggregate hours worked per week	119.5

Financial information

Financial year	2001-2
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	£
Total income	659739
Total expenditure	645103
Expenditure per pupil	1812
Balance brought forward from previous year	2247
Balance carried forward to next year	17063

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
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	355
Number of questionnaires returned	152

Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	49	45	5	1	1
My child is making good progress in school	49	47	1	0	3
Behaviour in the school is good	35	59	4	0	2
My child gets the right amount of work to do at home	24	53	12	4	7
The teaching is good	49	49	0	0	2
I am kept well informed about how my child is getting on	34	44	14	1	7
I would feel comfortable about approaching the school with questions or a problem	57	40	1	0	2
The school expects my child to work hard and achieve his or her best	55	44	1	0	1
The school works closely with parents	30	49	15	0	6
The school is well led and managed	54	41	1	1	4
The school is helping my child become mature and responsible	49	44	3	0	4
The school provides an interesting range of activities outside lessons	40	50	6	0	4

Rows may not total 100 because of the effects of rounding