

INSPECTION REPORT

PRETTYGATE JUNIOR SCHOOL

Colchester

LEA area: Essex

Unique reference number: 114743

Headteacher: Mr B Hawes

Reporting inspector: Mr M Thompson
25372

Dates of inspection: 14 – 16 February 2000

Inspection number: 182942

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:	Plume Avenue Colchester Essex
Postcode:	CO3 4PH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Goss
Date of previous inspection:	June 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Prettygate Junior School is situated in the western outskirts of Colchester. The school was built in 1959 to serve the Prettygate estate, an area of mixed local authority and owner-occupied housing. It shares its large site with the adjacent infant school. The school is popular with parents, and demand for places exceeds its capacity.

The school is of average size, with 267 pupils on roll. Almost 9 per cent of pupils are eligible for free school meals. This proportion is below the national average. Fifteen per cent of pupils are identified as having special educational needs. This is below average. There are no pupils with statements of special needs. Pupils from homes in which English is not the first language spoken are thinly represented at the school.

From June 1997 the school was led and managed by a small number of acting headteachers during the illness of its former headteacher. This period of uncertainty ended with the appointment of a new headteacher at the start of 1999.

Data from previous years shows that the attainment of pupils on entry to the school at the start of Year 3 varies from average to above average. At the start of the current academic year, pupils in Year 3 were working at levels above those normally expected of pupils of a similar age.

HOW GOOD THE SCHOOL IS

The school is very effective. It builds on pupils' generally good standards of achievement when they enter the school and further develops their potential, so that by the age of 11 they achieve high standards in English, mathematics and science. Pupils in all classes are eager to learn, interested in their work, and behave well. The quality of teaching is good and has significantly improved since the previous inspection. The headteacher, staff and governors work together well to achieve their aim of enabling pupils to become confident, capable and caring young citizens. Although the school has above average income, it provides good value for money.

What the school does well

- Standards in English, mathematics and science are high.
- The quality of teaching is good or better in eight out of ten lessons.
- Pupils are keen to learn, behave very well, and relate very well to each other and to their teachers.
- Pupils flourish within the school's caring environment.
- The headteacher has made a significant impact on the school's development within a short time.

What could be improved

- Standards in information technology.
- The role of subject co-ordinators in monitoring the quality of teaching and learning in their subjects.
- Curriculum planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made satisfactory progress since its last inspection in June 1995. Up to the appointment of the present headteacher, progress had been slow, but over the past year rapid improvements have been made in a number of important areas. Three of the five key issues from the previous inspection related to the curriculum. These were the most important issues, and the ones in which the least progress had previously been made. While these have now been satisfactorily addressed, further refinements need to be made to the recently introduced curriculum planning. The fourth key issue, about the quality of books and the establishment of a 'book culture', has been fully addressed. There are now well-stocked, attractive fiction and reference libraries, and pupils are confident in using them and have positive attitudes towards reading. The final key issue, relating to health and safety checks, has been very well addressed. These checks are regularly made and close attention is given to all issues concerning the well being of pupils and staff. A lot of work has recently been put into improvements in information technology, including the opening of a very good computer suite. However, the school had not kept up with the rapid pace of change in this subject in previous years and, as a result, standards in information technology are currently below average.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	B
Mathematics	A	A	A	A
Science	A	B	A	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Standards achieved in national tests have remained consistently above or well above average for the past three years in comparison with all schools nationally, and also in comparison with schools with a similar proportion of pupils eligible for free school meals. A particularly good feature of the school's performance has been in the proportion of pupils exceeding the national target of Level 4. In 1999, this proportion was well above the national average in English, mathematics and science. The rate of year-on-year improvement in the average points scores achieved is broadly in line with national trends.

Inspection findings generally reflect the test scores achieved in previous years. Currently, the proportion of pupils likely to achieve or exceed the national target of Level 4 and above in English, mathematics, and science is above average. In previous years, the school has successfully improved the performance of targeted, individual pupils during the course of Year 6 and as a consequence has raised overall attainment even further. Provided that additional help given is as successful as in the past, test results at the end of the current academic year are likely to be as high as in previous years.

Results achieved in the national tests contrast considerably with the school's published targets, which were set during the former headteacher's absence and are far too cautious.

In information technology, the standards currently being achieved by Year 6 pupils in word-processing are generally above average, and pupils use their skills in these areas to good effect in their work in other subjects. However, their skills in graphics, data handling and control technology are at levels below what is expected nationally of pupils at the age of eleven. This is because, in previous years, not enough attention has been paid to the systematic development of pupils' skills, knowledge and understanding year by year. All elements of the information technology curriculum are now in place, but have not yet been taught.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn. They work hard and concentrate well.
Behaviour, in and out of classrooms	Very good, both in and around the school.
Personal development and relationships	Pupils work and play together very well, even when not directly supervised by adults.
Attendance	Good. Pupils enjoy coming to school.

Throughout the school, pupils' attitudes to learning are very good. They listen carefully to their teachers, co-operate well with each other, and share resources. Standards of presentation of work are generally good. Pupils are polite, friendly and courteous. Relationships in the school are very good. The mutual respect shown by staff and pupils contributes significantly to the school's caring environment. The attendance rate is above the national average. Pupils enjoy being at school and few arrive late. Lessons begin punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 good and has significantly improved since the previous inspection. Eighty per cent of lessons were good and, of these, fifteen per cent were very good or better. One lesson out of the twenty observed was unsatisfactory.

Teachers are particularly good at teaching basic skills of literacy and numeracy. They manage their pupils well and, because they generally have good subject knowledge, they are usually able to choose the most appropriate way of teaching different topics. However, the large numbers of pupils in some classes limit the ways in which some subjects can be taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teachers provide a broad, balanced and relevant curriculum in all subjects except information technology.
Provision for pupils with special educational needs	The school quickly identifies these pupils. It plans for their needs well, and as a result they make good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	A strong moral code underpins the work of the school. Pupils are given very good opportunities to develop socially. Provision for pupils' cultural development is good, and spiritual development is satisfactory.
How well the school cares for its pupils	Staff know and care for pupils very well.

To improve its curriculum planning, the school has adopted nationally recommended schemes of work in almost all subjects. These schemes have yet to be fully adapted by teachers and better integrated, so that pupils can be given more planned opportunities to practise skills learned in one subject across other areas of the curriculum.

While provision for pupils' spiritual, moral, social and cultural development is very good overall, not enough opportunities are provided for moments of reflection in pupils' learning. The School Council is a particularly good feature of the very good provision for pupils' social development.

Procedures for child protection and for ensuring pupils' welfare are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear direction for the work of the school. Currently, the headteacher carries out almost all of the monitoring of the quality of teaching and learning; the role of the subject co-ordinators in monitoring standards in their subjects is underdeveloped.
How well the governors fulfil their responsibilities	Governors are effective in guiding and supporting the school's work.
The school's evaluation of its performance	Under the headteacher's leadership the school reflects critically on its work and has a very good capacity to improve further.
The strategic use of resources	All resources are well used. Good use is made of classrooms that are too small for the number of pupils on roll, particularly in Years 5 and 6.

The school is very well led and managed. There are very good relationships within the school, and staff work well together as a team. Subject co-ordinators know the significant strengths and weaknesses of their subjects, but the way in which they monitor the quality of teaching and learning is not rigorous enough to identify inconsistencies in the way in which subjects are taught from class to class.

Good use is made of all sources of funding, and the effects of spending decisions are carefully monitored and evaluated.

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 enjoy coming to school. • The progress that their children make. • Standards of behaviour. • The quality of teaching. • Teachers are approachable. • The school's high expectations of pupils. • The way in which the school is led. • The way in which the school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The quantity of homework provided. • The quality of information provided. • The range of extra-curricular activities.

Inspectors' judgements support parents' positive views. In particular, the school is effective in providing a high quality learning environment in which all pupils are valued as individuals.

With regard to aspects of the school's work that some parents would like to see improved, inspectors' judgements are as follows:

- * The recently introduced homework policy is not clearly understood by some parents. Homework is set regularly; it generally supports what is being done in class and helps pupils to learn;
- * The school works hard to keep parents well informed. Overall, the information provided by the school is good, but annual written reports are not detailed enough;
- * The school offers a very good range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are high.

1. The pupils achieve high standards in English, mathematics, and science in their National Curriculum tests.
2. Standards achieved in tests were broadly confirmed by inspection evidence, which shows that skills in all elements of English, mathematics and science are systematically developed as pupils progress through the school. Teachers make good use of previous learning as a firm basis for teaching new skills, and good opportunities are provided for pupils to use their skills in numeracy and literacy across all areas of the curriculum.
3. Skills in speaking and listening are very well developed. Almost all pupils speak confidently and are good at listening, and by the end of Key Stage 2 they clearly articulate their views during discussions. They use a wide range of vocabulary, including technical terms, and speak with clarity and good use of grammar. Pupils are given good opportunities to develop their skills in public speaking in class, in assemblies, and in activities such as the meetings of the School Council. During the inspection a group of pupils from the School Council spoke to the rest of the school as part of an assembly. They confidently outlined the contributions that they had made in response to the local council's consultations about the plan for Colchester.
4. Skills in reading are well developed. Throughout the school pupils use a good range of strategies to decipher unfamiliar words and, by the time they are in Year 6, most read fluently and expressively. Pupils' enjoyment of stories and their appreciation of a wide range of fiction is due to the way in which teachers help them to develop skills in analysing text and in understanding the features of different types of writing. For example, pupils in a Year 5 class were enthused by the teacher's expressive reading of 'The missing garden gnome' before beginning their own investigation of short stories. The result of their investigation was an understanding that the setting of a story is an important element to be considered when judging the category in which a story is to be placed. Pupils make good use of the fiction and non-fiction libraries. They know how books are classified, and confidently use contents and index pages to locate information.
5. Writing skills are well taught throughout the school, and pupils are given good opportunities to use their skills in many other subjects. For example, pupils in Year 4 produced interesting pieces of writing about life in Ancient Egypt, following a period of research. In literacy hour sessions and in other subjects pupils produce a wide range of different types of writing such as play scripts, poems, newspaper reports, letters, lists and book reviews as well as stories. Most pupils write cursively, with letters consistently sized and correctly spaced. Work is usually well punctuated, with older pupils making good use of devices such as colons and hyphens.

6. Skills in numeracy improve at a good rate and pupils have good opportunities to practise basic skills in a variety of situations. The important skill of estimation, which underpins all work in mathematics, is developed well throughout the school. By the time pupils are in Year 6 they are able to round numbers up or down to give them a good idea of the likely answer to a problem. For instance, Year 6 pupils successfully use their knowledge of doubling numbers, together with estimates of the likely range of the answer, to help them to solve long division problems. Good use is made of mental arithmetic sessions at the start of lessons to reinforce learning, and pupils are encouraged to use their emerging knowledge of patterns created by numbers. A good example of such encouragement was observed in a Year 3 lesson, where pupils were able to use their knowledge of the pattern created by the five times table when counting on or back from various starting points.

7. Good opportunities are provided for pupils to use a range of mathematical skills in other subjects. For instance, pupils in Year 5 used their knowledge of telling the time in seconds together with skills in doubling numbers and accuracy in producing graphs to support their work about pulse rates in a science lesson.

8. Skills in scientific enquiry are well developed. By the time pupils reach Year 6 they are secure in their understanding of the principles of fair testing. They achieve good standards in a range of topics from electrical circuits to filtration and the solubility of different materials.

9. In some classes, particularly Year 6, the large numbers of pupils make it difficult for teachers to provide a wide range of practical, investigative work in mathematics and science within the classrooms.

The quality of teaching is good or better in eight out of ten lessons.

10. The quality of teaching is good and has significantly improved since the previous inspection. Eighty per cent of lessons were judged to be good and, of these, fifteen per cent were very good or better. One lesson out of the 20 observed was unsatisfactory.

11. Throughout the school, basic skills of literacy and numeracy are well taught and provide pupils with a good platform for their work in all subjects. A particularly good feature of teaching is the use of challenging, subject-specific vocabulary in all classes. For example, in a Year 6 literacy lesson of the highest quality, the teacher used terminology such as 'hyperbole' when explaining how poets sometimes use exaggeration as a tool in humorous verse.

12. Almost all lessons are well managed. All pupils are enabled to concentrate on their work, and to make good progress, through the very good working atmosphere created by teachers' high expectations of behaviour and by clearly established classroom routines.

13. In the large majority of classes, work is well matched to pupils' abilities. This is often difficult to achieve, given the large class sizes and the wide range of pupils' abilities. Where teachers are most successful in providing achievable challenges for all pupils, they use classroom support assistants very effectively to give extra help to individuals or to small groups of pupils.

14. Lesson planning, while satisfactory overall, is the weakest element of the teaching. In about half of the lessons, where planning is best, teachers set out very clear learning objectives. These are then shared with pupils at the start of lessons so that the purpose of the work is understood by all. A good example of such practice was observed in a Year 4 history lesson about Ancient Egypt. The direct result of the shared learning objectives was that pupils were very clear about what they had to achieve and wasted no time in settling down to work. During the important plenary session at the end of lessons, when learning is reviewed and reinforced, teachers often make good links to the learning objectives set out at the start of the lesson. In the best lessons the plenary sessions are very well used to give pupils the opportunity to reflect and to evaluate their own progress in achieving the lesson's objectives. In many classes, however, these moments of reflection and spirituality in pupils' learning are generally too brief. Where planning is very good, teachers include approximate timings for the separate elements of the lesson. This helps to ensure that a good balance is struck between direct teaching, activity by the pupils, and time to review what has been learned. Where planning is brief, lessons lack pace and teachers tend to have difficulty in keeping to time. Sometimes this results in the important plenary session being shortened or even missed out altogether.

15. Teachers generally have a good knowledge of the subjects they teach and the difficulties that are likely to be encountered as pupils learn. This subject knowledge enables them to use the most appropriate ways of presenting information to pupils and helps them to sustain a good pace to their lessons. For instance, in a Year 4 mathematics lesson, the teacher skilfully helped individual pupils to solve problems involving the use of subtraction, by using similar problems with smaller numbers as a starting point. Other techniques such as the use of mnemonics are effectively used. For example, the short verse: *'In the door and up the stairs.'* helped pupils in one of the Year 3 classes to remember to use the co-ordinates on the horizontal axis before those on the vertical axis when locating the correct square on a grid.

16. Teachers have to work hard to overcome the difficulties presented by the large numbers of pupils in some classes, particularly in Year 6. Activities such as investigative and experimental work in science and mathematics are limited by the lack of space. An example was in a Year 6 science lesson about changes that occur in materials when they are heated or cooled. The activities had to be very closely directed by the teacher because there was no room to allow pupils the opportunity to plan and carry out their own experiments.

Pupils are keen to learn, behave very well and relate very well to each other and to their teachers.

17. Throughout the school, pupils' attitudes to learning are very good, a factor which contributes significantly to the academic standards that they achieve. Pupils enjoy coming to school; they are highly motivated and are keen to learn. Teachers are generally skilled in providing a good range of interesting activities and in sustaining a good pace to their lessons through questioning and well-timed help. As a result, pupils listen carefully, set about their work quickly, and sustain very good levels of concentration. For example, very good use was made of the first-hand experiences of grandparents of pupils in Year 3 to interest and motivate pupils learning about World War II. Pupils asked sensible questions, listened very well to the answers, and sustained good levels of concentration throughout the activity.

18. Teachers' high expectations of their pupils are reflected in the good standards of presentation of work. Pupils are proud of their efforts and are eager to share their work with adults.

19. Pupils' behaviour is of a high standard. They move around the school sensibly and show consideration towards others. When entering and leaving the school hall at the beginning and end of assemblies, pupils do so quietly. Pupils work and play well together, even when not directly under adult supervision.

20. Relationships in the school are very good. Pupils relate very well to each other and to all adults in the school. They are friendly, polite, and well mannered, and many enthusiastically initiated conversations with the inspection team. The fruits of these positive relationships are seen in lessons, where pupils co-operate well in paired and group work, share tasks equally, and organise their work without fuss.

Pupils flourish within the school's caring environment.

21. The school has very good procedures for ensuring the care and welfare of its pupils, and makes very good provision for pupils' moral and social development.

22. A strong moral code underpins all the school's work. Pupils are very well aware of what is expected of them through the clearly displayed rules in classrooms, and through the school's very clear Code of Conduct. All pupils are signatories to an agreement about behaviour in class and at playtimes. Good quality policies provide staff with clear guidance about expectations of behaviour and about dealing with instances of bullying. Pupils' social skills are very well developed in a variety of ways. There is an active School Council made up of elected representatives from each class. The Council meets regularly and makes important contributions to developing pupils' sense of good citizenship.

23. As a result of the very good procedures, the school is an orderly place in which pupils are able to flourish and to become confident, caring members of the community.

The headteacher has made a significant impact on the school's development within a short time.

24. Following a time of uncertainty during the lengthy illness of the former headteacher, the school has experienced a period of rapid improvement under the guidance of its new head. Through good quality monitoring, he quickly formed a view of the main strengths and weaknesses of the school and has implemented a number of initiatives designed to raise standards even further. Most of these are included in a recently reviewed school development plan, which provides a good long-term strategic view of school improvement.

25. The first major task addressed was to ensure that the curriculum met legal requirements. To achieve this, guidance provided by the national Qualifications and Curriculum Authority was used in many subjects. This guidance is now firmly underpinned by a range of good subject policies which clearly set out the school's aims and objectives. Although only a first step in providing a good quality curriculum, the use of this national

guidance provides a firm basis for the development of detailed medium-term planning by teachers. Work to improve the curriculum has been supported by in-service training designed to raise standards of teaching, and by the development of an increased role for teachers in monitoring what happens in the subjects for which they have responsibility.

26. The good working relationships that exist within the school, together with teachers' willingness to reflect critically on their practice, and the changes recently made in the management structure, contribute to the school's good capacity for future improvement.

WHAT COULD BE IMPROVED

Standards in information technology.

27. The opening of the new computer suite and the significant improvements recently made in the curriculum have not yet resulted in higher standards across the breadth of the subject.

28. Within the very limited range of work currently being produced, many pupils are achieving good standards in word processing. For example, during a Year 3 literacy lesson a pupil showed confidence in using the keyboard when drafting and then editing a 'rap' poem, while in Year 4 a pupil quickly produced a piece of text following her research about life in Ancient Egypt. By the time pupils are in Year 6 they competently carry out tasks such as merging text and graphics, and use 'click and drag' techniques to position images correctly on screen. Data handling skills are beginning to be developed. For instance, pupils in Year 5 were using a spreadsheet program to enter data about their pulse rates after their work in a science lesson. However, apart from word processing, pupils generally have limited experience in other elements of the information technology curriculum. They rarely use graphics software and have little, if any, experience of using information technology equipment to monitor and record external events, to systematically explore the effect of changing variables in simulation packages, or to predict outcomes of different decisions.

29. The decision to use guidance provided by the national Qualifications and Curriculum Authority as the basis for the information technology curriculum is sensible and provides the school with a good framework for future development. This curriculum guidance has not yet been in place for a year, and for this reason not all elements of the planned curriculum have been taught. While this situation is unsatisfactory, it represents a significant improvement on the situation that existed a year ago.

30. The task of co-ordinating the development of information technology was taken on by the headteacher, following his appointment. He has a very clear understanding of all of the issues relating to the future development of the subject, including improvements needed in teachers' expertise in using a range of software and in developing strategies for teaching information technology skills.

31. The school's provision for information technology is considerably enhanced by the good links that exist between the school and The Philip Morant School, to which almost all of its pupils transfer at the age of eleven. Visits by pupils to use the information technology facilities at Philip Morant, and visits by staff from the school, have helped to sustain pupils' interest in information technology for a number of years.

The role of subject co-ordinators in monitoring the quality of teaching and learning in their subjects.

32. Almost all of the monitoring of the school's performance is currently carried out by the headteacher. Monitoring of standards by teachers is largely confined to scrutiny of samples of pupils' work in English, mathematics and science. Recently, subject co-ordinators have observed a small number of lessons in literacy and numeracy as part of their monitoring of the implementation of the National Literacy and Numeracy Strategies.

33. The present procedures for monitoring by co-ordinators lack a systematic approach in terms of clear timescales for lesson observations and scrutiny of pupils' work . They also lack a rigorous approach to the analysis of data, followed by evaluations of the information obtained and clear links to action to be taken in subject development plans.

Curriculum planning.

34. The use of guidance provided by the national Qualifications and Curriculum Authority as the basis for planning the curriculum in many subjects has enabled the school to address the weaknesses in the curriculum identified at the time of the previous inspection. However, the national guidance is of a general nature and needs to be adapted by schools to meet their individual circumstances. This adaptation of the curriculum has yet to be carried out in the school. As a consequence, some of the links that could be made between different subjects are missed, and opportunities are not always provided for pupils to practise skills learned in one subject across other areas of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- Ensure that the new curriculum for information technology is fully implemented by:
 - * developing the use of graphics, data handling and control technology;
 - * developing teachers' skills in a systematic way;
 - * producing a 'software map' to ensure that the programs used provide increasing levels of challenge from Year 3 to Year 6;
 - * integrating the use of information technology into planning in other subjects.

- Put into place a programme of regular, systematic monitoring of the quality of teaching and learning by subject co-ordinators, with a particular emphasis on the core subjects of English, mathematics and science.

- Improve the newly implemented curriculum planning in all subjects by:
 - * developing good quality medium-term planning specific to the needs of the school;
 - * underpinning this medium-term planning with an overview of the step-by-step development of pupils' skills, and clear targets to be achieved by the majority of pupils by the end of each school year.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
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
5	10	65	15	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	267
Number of full-time pupils eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	40

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	20
Pupils who left the school other than at the usual time of leaving	8

Attendance**Authorised absence**

	%
School data	4.1
National comparative data	5.7

Unauthorised absence

	%
School data	0
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	42	28	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	32	35	36
	Girls	24	25	26
	Total	56	60	62
Percentage of pupils at NC Level 4 or above	School	80 (80)	86 (79)	89 (82)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	28	23
	Girls	16	17	14
	Total	38	45	37
Percentage of pupils at NC Level 4 or above	School	54 (69)	64 (74)	53 (79)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	1
White	258
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	9.6
Number of pupils per qualified teacher	27.8
Average class size	33.4

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	74

Financial information

Financial year	1998/1999
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	£
Total income	446965.00
Total expenditure	428446.00
Expenditure per pupil	1630.00
Balance brought forward from previous year	33503.00
Balance carried forward to next year	52022.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	267
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	5	0	0
My child is making good progress in school.	45	50	2	1	1
Behaviour in the school is good.	40	53	2	0	5
My child gets the right amount of work to do at home.	30	45	22	2	1
The teaching is good.	47	50	1	0	2
I am kept well informed about how my child is getting on.	23	50	23	3	0
I would feel comfortable about approaching the school with questions or a problem.	48	47	5	0	0
The school expects my child to work hard and achieve his or her best.	61	34	2	0	2
The school works closely with parents.	31	51	16	2	0
The school is well led and managed.	57	36	3	0	3
The school is helping my child become mature and responsible.	38	58	2	0	2
The school provides an interesting range of activities outside lessons.	24	56	14	2	5

Percentages are rounded to the nearest whole number

One third of parents returned the pre-inspection questionnaire and 12 attended the meeting with the registered inspector.