

INSPECTION REPORT

RAMSBURY PRIMARY SCHOOL

Ramsbury, Nr Marlborough

LEA area: Wiltshire

Unique reference number: 126205

Headteacher: Richard Colley

Reporting inspector: Lynn Adair
21095

Dates of inspection: 15th - 17th March

Inspection number: 191099

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Back Lane Ramsbury Marlborough Wiltshire
Postcode:	SN8 2QH
Telephone number:	01672 520244
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Appropriate authority:	The governing body
Name of chair of governors:	Sheila Glass
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ramsbury Primary School is an average size community school for boys and girls aged four to eleven years old. It has 207 full-time pupils on roll, drawing its pupils from a much wider area than the village in which it is situated. Attainment on entry is broadly average compared with pupils of the same age nationally, although their social circumstances are generally more favourable. Twenty-six pupils in the school have special educational needs. At less than 13 per cent of those on roll, this is below average. One pupil has a statement of special educational need, which is a below average proportion. There is no significant ethnic minority. Only three per cent of pupils have free school meals, which is much lower than average.

HOW GOOD THE SCHOOL IS

Ramsbury Primary is a very effective school. Standards achieved by pupils by the time they leave the school are very high. The good quality of educational provision in the school, which includes a very good quality of teaching, makes a significant contribution to the very high standards obtained. The school is very well led and well managed and adopts a self-critical approach which is rigorous in identifying where further improvement may be sought. Expenditure per pupil is low and the school makes very good use of its resources to secure very good value for money.

WHAT THE SCHOOL DOES WELL

- The school's results show that, for the last three years, very high standards have been sustained in English, mathematics and science at the end of Key Stage 2. High standards in these subjects are evident in much of the current work of pupils across the school.
- Standards in music are very good throughout the school.
- Children's very good attitudes, behaviour and personal development, and the very good quality of relationships throughout the school have a significantly positive impact on the way in which they learn.
- The very good quality of teaching, especially in planning and setting challenging work, teaching basic skills very well, and making good use of resources and teaching time, contributes very strongly to the high standards attained by pupils and their rate of learning.
- The headteacher is a very effective leader and manager of the school. He collaborates closely with staff and governors to provide a very clear direction to the school's work, and all demonstrate a strong, shared commitment to its continued improvement.

WHAT COULD BE IMPROVED

- Provision and planning for information technology to help to raise standards to the same level as other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Ramsbury was found to be a school with many strengths in the last inspection, conducted in May 1996. The school has made good improvement since that time to maintain its strengths in behaviour and the quality of relationships. It has also improved on the good standards among its pupils to achieve the currently very high standards. Key issues identified in the previous report have been addressed well. The role of co-ordinators has been strengthened and they are effectively involved in monitoring teaching and learning in their areas of responsibility. The quality of curriculum planning and assessment have significantly improved, with very clear learning intentions defined and a good involvement of pupils in the process of assessment. Resources in the library have been improved to a satisfactory level.

STANDARDS

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

Performance in:	compared with				Key <i>excellent</i> A* <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
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A*	A	A	
Mathematics	A*	A*	A*	A*	
Science	A*	A*	A*	A*	

At the end of Key Stage 2, very high performance in each of the core subjects has been sustained over the last three years. In mathematics and science, the school's performance is in the highest 5 per cent of schools nationally. Last year's results compare exceptionally well with the average results for similar types of schools. Although targets for current eleven year olds are lower this year because a slightly smaller proportion of pupils have above average attainment, a high proportion of pupils are still on course to exceed expected levels in the core subjects of English, mathematics and science. Results at the end of Key Stage 1 in the 1999 national tests are above the national average in reading and similar to national averages in writing and mathematics, showing satisfactory progress overall in building on pupils' average attainment on entry. However, results do not compare so well with schools with similar levels of free school meals. The school has worked hard to improve the situation and to help pupils in Key Stage 1 to make better progress in their learning. The result of their endeavours is that current Year 2 pupils are on course to have much higher results this year, with good

attainment evidenced in much of the work in each core subject during the inspection. Children under five came into school this year with broadly average attainment. They have made good progress since September and are on target to achieve at least the standards expected by the age of five in literacy and mathematics. Pupils with special educational needs across the school are helped to make good progress, particularly where lesson-based adult support is well focused. Standards in information technology are sound overall but not as high as in the other core subjects. The school is in the process of creating a computer suite to enable pupils to carry out tasks at a higher level and to achieve the good standards of which they are capable. The school considers standards in music to be a strength. This was very much confirmed by inspection evidence, which showed very high standards in the subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Real enthusiasm shown by pupils in lessons, with a high level of involvement.
Behaviour, in and out of classrooms	Very good. Pupils are consistently well behaved in lessons and at other times around the school.
Personal development and relationships	Very good. High level of co-operation even among school's youngest pupils. All pupils learn to use initiative well, especially in mathematics and science lessons, where they effectively bring their own ideas to learning.
Attendance	Good. All lessons begin punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Very good	Very 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 very good. In the whole school only a small proportion of teaching, six percent, is merely satisfactory, while the remainder is of at least good quality. Almost one half of all lessons are of very good quality. Teachers across the school are particularly adept at teaching basic skills in literacy and numeracy with some effective questioning. Clear learning intentions are evidenced in teachers' plans, which specify work that is well matched to the needs of different groups of pupils in each class. Consequently the level of challenge is high and pupils respond very well to this, which helps them to make effective gains in their knowledge, skills and understanding. Resources are particularly well used to make learning more interesting for pupils and to help them work independently of the teacher. A good pace

is sustained in lessons so that pupils learn rapidly. The warmth, humour and enthusiasm of all teachers are encouraging for pupils, and help them to enjoy their learning and to want to learn more. A weakness in teaching is the lack of planning for information technology to be used to support learning effectively. This limits the development of pupils' skills in this subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Curriculum planning is well structured with learning intentions effectively focused on skills development. The curriculum is especially well balanced to ensure pupils develop aesthetically as well as intellectually. Good implementation of National Literacy and Numeracy Strategies. The school is aware of need to improve the quality of the curriculum in information technology and planning for this subject.
Provision for pupils with special educational needs	Good. Short-term targets for pupils are sharply defined. Good level of adult support ensures individual education plans are well implemented.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral development is very good. Good promotion of pupils' spiritual, social and cultural awareness. Provision contributes effectively to pupils' personal development.
How well the school cares for its pupils	Good. Good procedures for effectively supporting pupils' welfare. Effective involvement of pupils in target-setting process.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Headteacher provides a strong lead to the work of the school and effectively manages changes brought about by national initiatives. Headteacher delegates suitably to staff and they also provide strong lead to developments in their areas of responsibility.
How well the governors fulfil their responsibilities	Good. Governors have a good awareness of strengths and weaknesses in key areas of school's work. They ask the right sort of questions to act as true critical friends and help to avoid complacency about school's overall effectiveness.
The school's evaluation of its performance	Very good. Rigorous evaluation of teaching leads to improved performance. Very good analysis of standards and performance data to identify where strengths lie in pupils' work and where further improvement may be made.
The strategic use of resources	Very good. Principles of best value are well considered and applied to school's context. School development plan is a very useful tool in identifying priorities linked to resource implications. This is regularly evaluated to ensure resources are used effectively. Success criteria could be more measurable, using performance data to assess how much improvement has been made.

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 • Behaviour in school is good. • Their children are expected to work hard to achieve their best. • Teaching is good and the school is well led and managed. • They feel comfortable about approaching the school. 	<ul style="list-style-type: none"> • The amount of work their children are expected to do at home. • Better information about their children's progress. • The school to work more closely with parents. • A small percentage felt that the range of activities for pupils outside of lessons is limited.

The inspection team agrees with parents' positive comments. Inspection evidence also shows that the school has worked hard to secure the support of parents, and does keep them well informed through a variety of means, both written and oral, so that parents may make an effective contribution to the standards attained by their children. Inspectors judged the amount of homework to be satisfactory, and the range of extra-curricular activities, considering the size of school and the number of staff, also to be satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school's results show that, for the last three years, very high standards have been sustained in English, mathematics and science at the end of Key Stage 2. High standards in these subjects are evident in much of the current work of pupils across the school.

1. The school's results in the 1999 national tests for eleven year olds are very high in English, and in the top 5 per cent of schools nationally in mathematics and science. When results are compared with schools with similar pupil profiles in English they are very high, and in mathematics and science they are again in the top 5 per cent of schools. Results over the last three years show that high standards have been sustained. High standards are also evident in the work of current Year 6 pupils, even though the target for the proportion attaining higher standards is slightly lower this year because of the nature of the cohort. Results of tests for seven year olds in 1999 were above average in reading, and in line with national averages in writing and mathematics. Over the last three years results show that attainment has been variable and that the school's results do not compare so well with schools with similar levels of free school meals. However, inspection evidence shows that current pupils are on course to achieve much better results. This is mainly because the teaching staff plan more challenging work for pupils, which has resulted in more pupils attaining good standards, and because of improved methods for teaching mathematics.

2. When the current children under five entered school in September, their attainment was in line with that expected of pupils of this age nationally. Most have made good progress since September in developing their literacy and numeracy skills, and in their knowledge and understanding of the world so that most are on course to achieve at least the desired outcomes for children at the age of five. Speaking and listening skills are well developed. They enjoy sharing class books and read aloud together well, making good attempts to guess the words which are covered over in *'The Pig in the Pond'* by using their knowledge of letter sounds. Children show increased legibility of their writing to produce recognisable letters and words, with some effective attempts at independent writing. Children under five have made good progress with simple number recognition and counting skills. They are able to form number bonds to at least 10 and many children go beyond this with accuracy. They recognise and use different coins to make 10p when buying items from a shop and reinforce their understanding through a range of practical activities, such as throwing dice to move along a number line, and counting 'admissions to hospital' in their home corner. Children's knowledge and understanding is good. They recognise that touch is a sense which can help to sort different materials, and use a good range of simple vocabulary to describe the feel of each material, such as smooth, rough, bumpy, soft.

3. In English by Year 2, pupils read a range of fiction and non-fiction material independently and talk about their choices with good reasoning. They are able to read aloud accurately specific words in a poem and discuss their meaning effectively, offering descriptive examples for words such as terrified: *'I feel like a mouse trapped between thousands of alligators'*. Pupils produce accurately punctuated pieces of legible, well-structured writing, and often write at length, as seen in small booklets created about triangular characters such as *'Toby Triangle Tries Tricks'*. They use punctuation effectively for emphasis: *...no shape*

would bully Toby Triangle... *OR ELSE!* They write for a range of purposes, including descriptive, imaginative and instructional pieces, and use a good vocabulary. By Year 6, pupils have built on these early skills effectively. They read aloud very expressively and enthusiastically, especially when they recite their 'rap' poem. They use their speaking and listening skills well to form arguments about how car colour can be related to road safety issues, and write their own opinions effectively. They know about different styles of writing and use words and imagery to very good effect: *'I found a solitary pound coin, glistening under my dad's favourite chair'*. Pupils across the school employ their literacy skills well in other subjects. In Year 2, pupils discuss playtime issues well in 'circle time' and make suggestions for how to make them 'happy times'. In Year 3, pupils 'brainstorm' words effectively to describe the characters of puppets they are creating in design and technology. In Years 5 and 6, pupils produce some very effective writing associated with their history work, such as accounts of visits, and stories, myths and legends associated with local history. They use language effectively to evoke real atmosphere: *'The wind whistled as the raven swooped through the forest, his sharp eyes scanning...'*

4. By Year 2, pupils have a good understanding of two dimensional and three dimensional shapes and their properties. They are able to guess two dimensional shapes accurately using clues, for example about number of sides, and also to draw shapes from instructions provided by one pupil in a group. This is built on effectively as pupils move through Key Stage 2, to include, for example, work on area in Year 5, where pupils use formulae to calculate areas of regular and compound shapes accurately. By Year 6, pupils have a good understanding of angles and use their knowledge effectively to measure and calculate heights of trees using clinometers from a desired point. Mental skills are well developed. By Year 6, pupils are calculating fractions, percentages and decimal fractions of whole numbers speedily and accurately. Pupils employ their numeracy skills effectively in other subjects across the school. For example, in science in Year 2 they compare the sizes of people at different stages of their lives, and in Year 4 they measure accurately when setting up a fair test.

5. Scientific knowledge, understanding and skills are well developed. In Years 1 and 2, pupils have a good understanding of sound and how sounds are made. In Year 1, they find ways to make sounds with different materials, such as by scraping and tapping. In Year 2, pupils make well reasoned predictions about what will happen to sounds made by blowing across bottles containing different amounts of water: *'I think it will be louder because it will vibrate more with more space'*. They begin to use their observations to arrive at conclusions and have a basic understanding of fair testing. By Year 4, pupils use their very good understanding of evaporation to set up their own tests using two or more variables. They show a very good level of skill in their predictions: *'particles will have more room to jiggle about in larger containers and form water vapour'*, and they set up their equipment carefully with a good understanding of what constitutes a fair test. By Year 6, pupils' scientific skills are well developed. They also have a very good understanding of chemical and physical changes in materials and different forces. Their studies of the human body and how it works are at a high level and include work which shows their good awareness of health related issues.

Standards in music are very good throughout the school.

6. Music was seen and heard in a variety of forms during the inspection – in whole class lessons, in musical instrument lessons, in assemblies and on tape. In all cases, standards were at least good and often very good. Singing is particularly harmonious. In assemblies pupils sing very enthusiastically and with very good attention to pitch and dynamics. A tape of the school's Christmas Carol Concert shows good clarity and diction, with pupils adapting their voices sensitively in different pieces. They model themselves well on adults who perform high quality pieces as part of the parents' choir.

7. In Year 2, all pupils are able to play notes accurately on a recorder and keep in time with each other to play a simple tune. They have a good understanding of tempo and dynamics. They perform their piece confidently to the whole school in assembly, following musical notation and conducted by one of the pupils. In Key Stage 1, pupils respond to music by Vivaldi through sensitive drawings. These early skills are developed effectively as pupils' progress through Key Stage 2. In Year 5, they listen carefully to musical pieces, such as Bizet, and know about what constitutes an opera. These pupils have a good understanding of musical terminology, such as unison and harmony. They know how harmony can be created by adding a melodic ostinato: *'It's a melody repeated throughout a song...'* and that *'melody means in tune'*. They successfully take part in singing rounds of good quality to illustrate this. In Year 6, pupils use a variety of musical sounds with voice, string, wind and percussion instruments to produce an effective, well-timed piece with several harmonies. This is performed exceptionally well to the rest of the school in an assembly.

8. Pupils are taught to play different instruments by teaching and peripatetic staff. Treble, tenor and descant recorders are played effectively as an ensemble. They also play violin with sound knowledge of fingering and are developing an effective technique. By Year 6, pupils are able to combine their musical expertise with strings, wind and brass instrument in well-balanced and tuneful performances with the school orchestra. Pupils across the school have a good vocabulary of musical terms when evaluating and responding to what they have heard, and a good understanding of basic musical notation.

9. Pupils take a strong interest in their music, and perform in front of the whole school with confidence. They are keen to take part in the extra curricular activities, which are provided as part of the music curriculum, and practise their skills regularly to improve their performance. They concentrate well, particularly when using instruments, treating them with care and sensitivity.

Children's very good attitudes, behaviour and personal development, and the very good quality of relationships throughout the school, have a significantly positive impact on the way in which they learn.

10. All pupils are keen to come to school and learn, and, as shown in music, they are eager to take up the additional opportunities provided by the school out of lessons. Across the school, pupils' enthusiasm and enjoyment of learning are highly evident in lessons. In Year 6, pupils relish the challenge of 'beating' their previous time for completing a quick mental mathematics activity, and are keen to have another go when they are not at first successful. When set to work on their own, pupils quickly become engrossed in tasks and work for sustained periods with good concentration, so that work is almost always completed in the

time allowed. In the reception class, for example, pupils are engrossed in finding different textured materials to glue into their books and work for extended periods of time with concentration and application. Pupils listen to teachers well and are keen to answer questions and involve themselves in discussions. Pupils' very positive attitudes are a key factor in contributing to the high standards which are attained.

11. Pupils' behaviour is always at least good, and more frequently very good, both in lessons and at playtimes. They are very helpful when talking to visitors about their work, and are extremely courteous to adults and each other when moving around the school, often holding doors open uninvited. Pupils' very good behaviour ensures that they work in a calm and positive atmosphere and this results in high levels of productivity and focused activity. For example, in reading sessions they are very conscientious in reading quietly to themselves when asked to do so. Pupils get on well with each other and adults. A very high level of co-operation is seen in group activities, even among the school's youngest pupils, who are establishing very positive relationships. Pupils value each other's contributions in discussions and when shared in plenaries at the end of lessons. This acts as an incentive to others to contribute their views. In circle time, for example, Year 2 pupils show real consideration when talking about difficulties at playtimes and how they can be made happier for all children. In one assembly, pupils applauded spontaneously the efforts of other pupils in a musical performance. Pupils are encouraged to work with a good degree of independence from the teacher, and respond well. They often make their own decisions about the type of equipment they will use, and collect it independently. They find their own ways of carrying out tasks, especially in mathematics and science, and decide their own ways to record their findings. This is very helpful in developing their investigative and enquiry skills.

The very good quality of teaching, especially in planning and setting challenging work, teaching basic skills very well, and making good use of resources and teaching time, contributes very strongly to the high standards attained by pupils and their rate of learning.

12. One of the most significant factors which contributes to the very high standards attained is the very good quality of teachers' planning. Learning intentions are precisely defined for different groups of pupils within each class, so that work is well matched to their needs and builds effectively in terms of knowledge, skills and understanding on their prior level of attainment. Planned activities include a high level of challenge for pupils, which engages their interest, encourages them to investigate for themselves and helps them to make effective gains in their learning. This was seen to very good effect in a Year 2 science lesson on sound. Here pupils were asked to consider the pitch of sounds using different amounts of water in bottles and they did so systematically and carefully. A very good focus is placed on skills which are being developed. This helps pupils to apply their knowledge and understanding well, for example in Year 4 science, when they work at different levels of skill in predicting outcomes of their experimentation.

13. In English and mathematics, teachers are effective in teaching basic skills. Teachers' knowledge of the National Literacy and Numeracy frameworks is very good. Lessons are well structured, with a good balance of word, sentence and text level work in literacy, and opportunities for oral and mental work in mathematics. In most lessons, key learning points are made clear to pupils so that they are aware of what they are expected to learn. Skills are well taught. Questioning is effective in drawing pupils' attention to, for example, punctuation in text and what it means in terms of reading aloud. In a Year 5 mathematics lesson, questioning was used well to assess pupils' understanding of area, and the teacher is quick to revisit number work concepts to help the pupils make links in their learning and solve problems they are encountering with calculations. In the under fives, pupils have lots of opportunities to learn through talk, both in whole class situations and in small groups, when working independently or with other adults. This helps to develop their vocabulary well. At the end of lessons, teachers draw together and share what the pupils have done and how well they have done it. This helps pupils to consolidate their learning effectively.

14. Lessons are paced effectively so that pupils learn at a good rate and their interest is sustained. In a Year 6 mathematics lesson, for example, the teacher 'times' oral work and challenges the pupils to complete work faster, and they apply themselves well to succeed in the short time allowed. Teachers use time well, moving quickly from one activity to the next to make maximum use of the time available. Consequently, much is achieved in a short period. They prepare their resources well, which also helps pupils to operate independently. In a Year 2 mathematics lesson, pupils were intrigued as to what shape was hidden in a bag and concentrated hard to guess from clues supplied by different pupils. In Year 1, a good range of 3D objects was collected for pupils to sort into different categories and this developed their learning well. Teachers' enthusiasm is inspirational to pupils. Their exposition and ability to engage pupils' interest in an imaginative way strongly encourage pupils to want to learn more. In an assembly, for example, one teacher led a musical performance by Year 6 pupils and managed to gain the rapt attention of the rest of the school, pupils and adults alike.

The headteacher is a very effective leader and manager of the school. He collaborates closely with staff and governors to provide a very clear direction to the school's work, and all demonstrate a strong, shared commitment to its continued improvement.

15. The headteacher provides very strong and effective leadership of the school. Part of his time is allocated to teaching, and this gives him a very good insight into the effectiveness of policy implementation, as well as gaining credibility among teaching staff. He has been effective in continuing to improve the school since the last inspection, addressing well the key issues identified in the previous report. For example, he has ensured that curriculum planning is much more sharply focused in terms of learning intentions. He has responded well to ensure teaching staff have a clear role within delegated responsibilities, and works closely with them to ensure they make an effective contribution to school improvement. He has also managed well the changes brought about by new national initiatives, such as the introduction of the National Literacy and Numeracy Strategies, with improved standards, in Key Stage 1 especially, as a result.

16. Governors are very active and conscientious in fulfilling their roles to provide effective support to the headteacher and staff. They are well organised and have a broad range of expertise and experience which benefit the school. Governors visit the school regularly, either to help in lessons on a general support level or to gather information about specific issues, such as finding out about the implementation of the Literacy and Numeracy Strategies. They have gained a good understanding of the school's strengths and weaknesses through such involvement, and are able to ask probing questions and to act as a constructive critical friend to the school. They are very aware of the challenges which the school faces at local and national level, and make an effective contribution to identifying the school's priorities, and in helping to plan for and shape the direction of the school.

17. The school is not complacent about its good results. The headteacher is diligent in monitoring and analysing standards among pupils. He has used performance data to good effect to track pupils as they move through the school to ensure they are making the best possible progress. Where improvement has been identified as being needed, as in Key Stage 1 to ensure more pupils achieve higher levels of attainment, effective action has been taken to redress the situation with subsequent good results. An effective programme of monitoring and evaluation has also been conducted to assess the quality of teaching. The process is rigorous and focused clearly on strengths and weaknesses in practice. Feedback is provided for each teacher and the targets set for improved performance are followed up in a systematic way. One result of such monitoring has been the improved effectiveness of teachers' planning with a key focus on planning, sequentially, for skills development as well as knowledge and understanding for different groups of pupils.

18. There is a real sense of shared commitment between staff and governors to continued improvement, with a key focus on high standards and getting the very best out of pupils.

WHAT COULD BE IMPROVED

Provision and planning for information technology to help to raise standards to the same level as other subjects.

19. Standards in information technology are broadly average at the end of each key stage. However, the insufficiency of suitable equipment, and of planned opportunities to use information technology to support learning in other subjects, means that pupils do not have enough opportunity to develop their skills to the same high standards as in other areas.

20. Pupils in both key stages have a good awareness of the use of information technology in the wider world. By the end of Key Stage 1, pupils are able to use the mouse and keyboard competently to load, save and print their work. They can select their desired options, for example to choose shapes to create a repeat pattern of shapes. They make designs for greetings cards using edit features suitably to produce recognisable figures. They use text to add greetings to their cards. Pupils in Year 2 are able to use a floor robot competently to move in different directions and for specified distances, although their accuracy is hampered by the restricted area and quality of resources provided. They also have the chance to use a program based on a made-up story, which involves decision-making. However, pupils' information technology skills are under-developed in handling information. By the end of Key Stage 2, pupils know how to log on to their computer, and open and close down software

packages and their own work files. They have experience of word processing, and can use key edit features. There is also some evidence of word-processed work combined with graphics to present written pieces, although the level of skill demonstrated in this area is not high. Pupils use CD ROM facility to research information, for example about the human body. They have used a prepared spreadsheet to interrogate data, but have yet to design their own datafiles or use more complex databases. They have used a 'logo' program to create patterns using repeat procedures, but have little experience of controlling models or using sensors to monitor external events.

21. There is little evidence of regular opportunities for pupils to apply their information technology skills at a challenging and meaningful level in most lessons, notably in mathematics and science. Opportunities are missed to plan and organise effectively for the subject and to use information technology to support learning on a regular basis. Pupils were observed working with information technology in only a small minority of lessons, and then tasks were not set at a high level of expectation in terms of skill. Consequently, pupils do not develop their skills from year to year to a high enough level by regular access to the computer. They do not have the practice they need to achieve better standards. Many have skills that are developed through use of computers at home, but the school does not build as effectively as it could on these experiences.

22. The school has plans to improve provision in the light of national developments. A new computer suite is planned, together with the installation of new equipment which will replace some of the outdated hardware currently available. Parents have been instrumental in supporting the school in funding the initiative. The subject co-ordinator has a clear plan of action to improve the quality of the curriculum and of teaching in information technology throughout the school, and also has a real enthusiasm for the subject to provide the inspiration needed to effect improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to improve standards further, the governing body, headteacher and staff need to raise standards in information technology by improving provision through:

- implementing the improvement plan to update resources;
- better planning for information technology in order to support learning in other subjects and to ensure pupils have regular access to computers to practise and apply their skills.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
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
0	43	50	6	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	207
Number of full-time pupils eligible for free school meals	6

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	26

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	6
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	95.9	School data	0
National comparative data	94.1	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	11	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	17	19
	Girls	9	11	10
	Total	25	28	29
Percentage of pupils at NC Level 2 or above	School	83 (71)	93 (85)	97 (94)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	17	19	19
	Girls	11	10	11
	Total	28	29	30
Percentage of pupils at NC Level 2 or above	School	93 (86)	97 (94)	100 (88)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest 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	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	12	14
	Girls	16	15	16
	Total	28	27	30
Percentage of pupils at NC Level 4 or above	School	93 (91)	90 (95)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	12	14
	Girls	16	15	16
	Total	28	27	30
Percentage of pupils at NC Level 4 or above	School	93 (90)	90 (95)	100 (95)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes

**Qualified teachers and classes:
YR – Y6**

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	28
Average class size	30

**Education support staff:
YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	77

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	1	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.

Financial information

Financial year	1998/1999
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	£
Total income	318 972.00
Total expenditure	311383.00
Expenditure per pupil	1483.00
Balance brought forward from previous year	17109.00
Balance carried forward to next year	24698.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	3	1	0
My child is making good progress in school.	43	50	7	0	0
Behaviour in the school is good.	59	40	0	0	1
My child gets the right amount of work to do at home.	31	40	27	2	0
The teaching is good.	50	49	0	0	1
I am kept well informed about how my child is getting on.	26	51	18	3	1
I would feel comfortable about approaching the school with questions or a problem.	53	38	8	0	1
The school expects my child to work hard and achieve his or her best.	52	47	1	0	0
The school works closely with parents.	26	52	20	0	2
The school is well led and managed.	54	36	7	2	1
The school is helping my child become mature and responsible.	42	54	2	0	1
The school provides an interesting range of activities outside lessons.	23	63	9	1	3