

INSPECTION REPORT

DINGLEWELL JUNIOR SCHOOL

Hucclecote, Gloucester

LEA area: Gloucestershire

Unique reference number: 115495

Headteacher: Mr J Hayball

Reporting inspector: Mr F Myers
1208

Dates of inspection: 5 - 7 April 2000

Inspection number: 192996

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:	Dinglewell Hucclecote Gloucestershire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr P Riemer
Date of previous inspection:	7 October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dinglewell is a junior school in a suburban area of Gloucester. The majority of the pupils transfer from the infant school which is situated on the same site. There are three classes in each year group. The overall roll of 350 pupils has been rising in recent years and is above average for this type of school. Nearly all of the pupils are of white ethnic origin. Very few come from homes where English is an additional language. An average number of pupils have special educational needs but the number entitled to free school meals is below average. The school draws its pupils from areas that have generally favourable socio-economic circumstances. Pupils, when they come to the school, represent the full range of attainment but with a bias towards higher attainment.

HOW GOOD THE SCHOOL IS

This is an effective school which helps its pupils to make good progress and achieve high standards. The school's overall results in English, mathematics and science are well above average. Most teaching is at least satisfactory and the majority of it is good. The National Literacy and Numeracy Strategies have been carefully implemented, which benefits pupils' skills in these areas. Pupils are very well behaved and polite. They are also positive about learning. The governors and staff are systematic in their pursuit of high standards. The school provides good value for money.

What the school does well

Standards are well above average in English and mathematics. Teaching is good; pupils' literacy and numeracy skills are well supported. Pupils have positive attitudes to their work and are good learners. Pupils are very well behaved and considerate towards adults and each other. Pupils have very good attendance. School managers successfully promote the aim of high achievement for all pupils.

What could be improved

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| <ul style="list-style-type: none">• Standards in science, although above average, lag behind those in English and mathematics.• Not enough attention is given to ensuring that homework is set consistently across the school.• Teaching is not yet reviewed regularly and systematically so that the best practice can be shared.• Not enough is done to make sure that all parents understand school procedures and how they can become involved in the work of the school if they wish.• The school does not formally plan its improvement over a long enough period and some parts of the improvement plan are not well defined. |
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The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in 1996. Teaching quality has been maintained, with over half of the lessons being good or better, although there are still some weaker features in science teaching. Attainment in English, mathematics and science has improved overall in line with the national rising trend. Attendance has improved slightly from an already good level. Pupils now make as good progress in the middle sets as in the top sets and younger pupils settle better than before to the learning styles of the junior school. There is now a programme of personal and social education. Spiritual development is satisfactory. The partnership with parents still offers room for improvement.

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
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	B	A	A	well above average A above average B average C below average D well below average E
mathematics	B	B	A	A	
science	B	B	B	C	

Pupils achieve well and make good progress over time because they have good skill levels and good attitudes to their work. They respond well to the carefully structured teaching that they receive, especially in English and mathematics. As a result, standards are well above average in English and mathematics and they are above average in science. They are also well above average in English and mathematics when compared with similar schools. In these subjects, standards have remained well above average since the last inspection. The school's results have risen in line with the national rising trend. Although above average, standards in science lag behind those in English and mathematics. On the basis of inspection evidence, pupils have above average standards in reading and writing and in mathematics. For some pupils even in the upper school, weaker features include spelling and handwriting. The standard of some presentation in mathematics is also too variable. The school has set itself targets for this year's Key Stage 2 tests which are lower than the 1999 test results. This is based on lower prior attainment levels in the groups currently in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have positive attitudes towards the school. Younger pupils, in particular, look forward to coming to school and enjoy learning.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved both within lessons and around the school. They are almost invariably polite and considerate to adults and one another.
Personal development and relationships	Very good. Relationships between teachers and pupils and among pupils are harmonious. Most pupils show remarkable maturity. They value the school council and use it well.
Attendance	Very good. Attendance is well above the national average and there is almost no unauthorised absence.

Pupils' very good attitudes to school, behaviour, relationships and the positive response to opportunities for personal development are all strengths of the school. They make a very significant contribution to the standards that the pupils achieve.

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 at least satisfactory in nearly all lessons and is good in over half. Some teaching is very good or even excellent. The quality of teaching is good in English and mathematics. The National Literacy and Numeracy Strategies are being implemented effectively, with modifications made where necessary. Strengths of teaching include good visual stimuli, searching questions, regular marking and good planning. Some science teaching lacks a tight structure and a well-defined purpose. Teachers' comments in marking seldom offer specific advice. Individual pupils' needs are well met by the practices of placing pupils in sets, carefully checking their progress, setting individual learning targets for them and taking account of individual educational plans where available.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offers good range and quality. Information technology is used in most classes, subject to the restrictions placed by limited equipment.
Provision for pupils with special educational needs	Teachers make good use of individual plans to ensure the progress of pupils with special educational needs. They are set appropriate work and take part in the programmes of study along with other pupils.
Provision for pupils with English as an additional language	Good provision is made for the few pupils with English as an additional language and good teaching ensures their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory provision is made. Religious education and assemblies contribute effectively to pupils' spiritual and moral development. Pupils have especially good opportunities to work together in lessons and increase their social skills.
How well the school cares for its pupils	The school cares well for its pupils, especially in monitoring their academic progress and attendance.

The school meets statutory curriculum requirements and has a good child protection policy. The time allocated to English and mathematics is generous and underpins the high standards achieved in these subjects. There is a good range of extra-curricular activities, although some parents report a lack of places on some activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff work well to manage the school in partnership with governors. There is a very effective focus on tracking and improving pupils' performance. The school improvement plan is concentrated on too short a period and teaching quality needs more attention within it.
How well the governors fulfil their responsibilities	The governors are fully aware of their roles and responsibilities. The chair of governors provides good support for the work of the headteacher.
The school's evaluation of its performance	The school effectively evaluates its own performance through the collection and use of pupil data and sets appropriate targets.
The strategic use of resources	The school uses available resources well and plans improvements, for example in the information technology facilities. School finances are in annual surplus.

The headteacher shows clear concern for the welfare of his staff and is an effective leader. The partnership with parents needs to be strengthened. The head and governors already look effectively for the best value for money in planning improvements to facilities. The scope to employ these principles will be extended in the near future as the school comes to control directly more of its own resources.

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 teaching is good. • The children like school, make good progress and behave well. • The school has high expectations and the standards are high. • The children are taught to be concerned about others and to think about moral issues. 	<ul style="list-style-type: none"> • Children do not get the right amount of homework. • The school does not keep parents well enough informed about progress. • The school does not work closely enough with the parents. • The range of activities outside of lessons is restricted or there are not enough places.

The inspectors agree with the positive comments of parents about the school. They also agree about the room for improvement in homework setting, keeping parents informed and involving them. The range of activities out of lessons is not really restricted and is typical of a primary school. However, there is scope to expand the more popular activities, including those where older children or those who are already good at the activity, as in sport, may get preference for the available places.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above average in English and mathematics.

1. In 1999, standards in English and mathematics were well above average in the national tests at the end of Key Stage 2. They were also well above average when compared with similar schools. Standards in these subjects were well above average at the time of the last inspection and they have remained so for the last four years taken together. Pupils achieve well and make especially good progress in these subjects. The main reason for this is that their teachers have used the National Literacy and Numeracy Strategies to create well-structured lessons. Another reason is that the pupils have very good attitudes towards their work. They enjoy being stretched and they work well within the established routines of classroom learning.
2. Pupils are put into different sets for English and mathematics early in Year 3. Allocation to the three sets in each subject is based on pupils' initial levels of attainment. An issue which arose from the last inspection was whether pupils in the middle sets for each subject were making less progress than in pupils in the top sets. This can happen when sets are given different work and one set pulls away from the other. However, the school has presented clear evidence from the 1999 Key Stage 2 results that pupils in the middle sets progress at least as well from Year 3 to Year 6 as do pupils in the top sets.
3. Pupils achieve well in English. Nearly every pupil in the middle and top sets last year progressed by at least two levels and a third of them progressed by three levels. One in three achieved level 5. In mathematics, progress was even better in the middle set than in the top set because more middle set pupils than top set pupils progressed by three levels. Nearly one in four achieved level 5.
4. Overall achievement and progress in English was slightly better than in mathematics, where one pupil in four progressed by just one level. Progress by just one level was more common in third sets, but one pupil in the third mathematics set actually progressed by four levels and one in the third English set progressed by three levels.
5. In both English and mathematics, the evidence from lessons and pupils' work during the inspection confirms that high achievement is being maintained. In English, pupils are confident and accomplished at speaking and listening. In all classes, they are able to absorb instructions set out by teachers and go quickly about the task. Each class in Year 5 watched a demonstration of how to lay out a schematic plan for a storybook on creation and then set about making their own books without delay. In one class, they came out to the front and shared their own ideas for the story with their classmates. In discussions about the school council, pupils of all ages could explain how the council worked and could go over the arguments they had used when making proposals to their teachers.
6. Most pupils are skilled readers for their age and this underpins their success in learning. By Year 6, the most advanced readers have above average skills. They have a well-established habit of reading and they possess their own books. Examples of their tastes include the *Harry Potter* stories and *The Hobbit*. They keep written commentaries on what they read. They can talk extensively about the characters and what they like about them. A few readers have slightly below average skills but cope

with simpler texts such as Enid Blyton and Jacqueline Wilson stories.

7. By Year 6, many pupils have above average skills in writing, various types of which they tackle with some success. In one class, they replied to letters to a newspaper, taking the role of persuader and educator on topical issues such as care for wildlife. The best pieces of story writing are quite extended and show a good command of dialogue. Some pupils' work shows empathy, for example, with people who have lost loved ones or with workers in the 19th century, and an ability to capture moods through imagery ('I heard the petals of a plant open nervously'). However, there are some weaknesses. In writing, for example, there is an over-reliance on stories which are structured as mere strings of events, based on 'adventure cartoon' fantasy themes far from the pupils' own experience. Some pupils' spelling and handwriting skills remain weak, even by Year 6.
8. In mathematics, a wide range of work is undertaken successfully in Year 6. Not only do most pupils have good basic skills in calculation but they can also explain a variety of methods of tackling the same problem. They understand well the relationships between numbers in multiplication, division and square roots. They deduce rules for these operations and test their rules on examples. They recognise the equivalence of simple fractions and decimals. They can apply their knowledge of shape, space and measures to new problems. Most can choose the best way to display the relationship between sets of data, although lower attainers have a less secure understanding of the difference between a continuous scale and a set of categories. The standard of presentation of some written work is too variable.

Teaching is good; pupils' literacy and numeracy skills are well supported.

9. The quality of teaching is at least satisfactory in nearly all lessons and is good in over half. Some teaching is very good or even excellent. The teaching of literacy and numeracy is strong because the school has implemented effectively the National Literacy and Numeracy Strategies. This ensures that all pupils acquire sound basic skills in a structured way, as a platform for high performance later. The strategies have been modified where necessary to suit the needs of higher attaining pupils. For example, more time is provided for extended writing and all pupils have twenty minutes of private reading outside of the literacy hour. This, however, makes the total time spent on English rather high.
10. One of the reasons that progress is equally good across the different sets in English and mathematics is that the pupils follow the same basic programme of work. Within each set, the teacher makes due allowance for pupils' previous attainment and varied rates of learning. They know their pupils well enough to have appropriate levels of expectation about their performance. The teachers of the three subject sets in each year group write up a common plan for the week, based closely on the strategies, with suitable variations for the sets. Later, they annotate any differences in the work done from set to set.
11. A good feature of many lessons is the carefully planned sequence of activities. Lessons in literacy and numeracy follow a formula which starts with a whole class activity, such as 'fun' tasks in mental arithmetic, or sometimes shared writing follows with written assignments, and ends in another plenary session. In these plenaries, teachers use searching questions effectively to test understanding, and they often bring the pupils out to demonstrate a point. Teachers also check understanding by marking pupils' work regularly.

12. Teachers often use visual aids and games to good effect during the whole class tasks. In mathematics, cards are given out around the class and pupils have to recognise whether their card has the answer to the teacher's question. A stick with coloured sections is used in plenary sessions to lead the fast practice of calculations and explore the relationships among numbers. In English, the blank layout of a children's book is displayed so that the pupils may learn its parts and fill in its contents together. Examples of pupils' best work in writing are well displayed in classes and around the school.

Pupils have positive attitudes to their work and are good learners.

13. A very strong feature of the school is the positive way in which pupils approach learning. This is supported by good, stimulating teaching in very many lessons. In one lesson in religious education, younger pupils were set the task of composing their own prayers. They wrote these prayers on the sections of a cross shape, which they then folded to form a cube. This cube could then be rolled out in order to select a prayer at different times of the day. The pupils used this learning activity to devise prayers of many kinds, such as expressing thanks, sorrow, compassion and concern for others. They went about the task very seriously, showing sensitivity and respect for each other's ideas, and using their own prayers for moments of reflection.
14. Pupils almost always behave in a sensible and constructive manner in lessons. Even when some lose attention because a task is too long or is badly explained, they do not disrupt each other's work. An example of excellent co-operation was seen when a class carried out an extended simulation of the movement of the sea. This lasted for many minutes and required carefully planned movements, with groups of pupils running up to, through and over each other, and also groups coming together in 'sculptured' poses. All this was done in a series of episodes, without any visible cues but relying entirely for timing on an accompanying piece of music.

Pupils are very well behaved and considerate towards adults and each other.

15. In lessons and around the school, pupils are nearly always well behaved and considerate. This is because the highest standards are consistently expected. The only minor exceptions occur when adults relax these standards.
16. The practice of setting requires more movement around the school between lessons than in most primary schools. Pupils move around in an orderly fashion, letting each other in and out of doors and standing aside for adults. Movement to and from assemblies is exemplary. Pupils are orderly and quiet in the school hall at lunch. They help to put out equipment for exercises in the hall in the afternoon. At assemblies and when watching other pupils perform, they show their appreciation of each other's efforts.
17. In three lessons out of four, pupils' behaviour and attitudes are at least good and they are often very good. In whole class discussions, pupils are keen to contribute but are prepared to wait their turn to speak. Occasionally, younger pupils become more animated during practical work, but this is with the teacher's approval and the noise results from everyone being busy. Pupils work well together and are good at taking turns, for example, by means of the class rotas for working on computers.

Pupils have very good attendance.

18. The levels of attendance recorded for the last full year were well above the national

average level and were an improvement since the last inspection, when attendance was also high. The school has taken steps to tighten up procedures when a child does not come in and the parent does not contact the school with a reason. The school quickly contacts the home to find out the circumstances. Parents have welcomed this arrangement. Pupils are not allowed out of classrooms on their own, so that their whereabouts is always known.

School managers successfully promote the aim of high achievement for all pupils.

19. There is a very clear focus on helping pupils to do their best by tracking and helping their performance. Each pupil's progress is tracked using information from the regular standardised tests that they are given. School performance is assessed by comparing results with national and local averages and by measuring the overall amount of progress in National Curriculum levels made by each pupil from their entry in Year 3 until they leave in Year 6. All this is done much more systematically than in many primary schools. The school also tracks and examines the performance of groups of pupils. Computer data is analysed in order to compare the relative performance of English, mathematics and science; of boys and girls; and of each of the six sets in English and mathematics.
20. As well as tracking the pupils' progress, teachers try to involve pupils in a process of self-improvement. All pupils set two targets for themselves in English and two in mathematics. An example of a target might be to improve an aspect of punctuation. Pupils carry their targets in their workbooks. Teachers record the targets and adjudicate on success when the pupils claim to have met them. All this helps to motivate the pupils. They are ready to discuss their targets, which they carry around in their exercise books.

WHAT COULD BE IMPROVED

Standards in science, although above average, lag behind those in English and mathematics.

21. Although science results in Key Stage 2 tests are above the national average, they lag behind English and mathematics results, which are well above the national average. Science results have also been lower in the last four years taken together. The difference is clearest in 1999, when English and mathematics results improved and science results did not.
22. Science results also lag behind English and mathematics results when the performance of each subject is compared with its performance in similar schools. English and mathematics results are well above similar schools but science results are only in line.
23. Several reasons can be given for lower science performance. Pupils study science for much less time than English and mathematics. However, this is true in most primary schools and the time difference is not greater in this school. To counteract any problems, the school has just given more time to science. As shown below, the use of time in science may be as important as the amount of time available.
24. A clearer reason is that the school has given most of its attention to introducing the National Literacy and Numeracy strategies, so that there has been much less time to spend on developing and improving science. The fact that, unlike science, English and mathematics results rose in 1999 supports this view.

25. Possibly as a result of having less attention, the quality of teaching and learning in science has some weaknesses. Lessons sometimes lack a clear focus for learning, whereas the Literacy and Numeracy strategies give each lesson in English and mathematics a tight structure and a well-defined purpose. In some science lessons, pace is uneven and pupils become less attentive because they are not fully challenged. Occasionally, they do not pay enough attention to the accuracy of their conclusions from investigations.
26. Another weakness lies in planning. Pupils are not put in sets in science, as they are in English and mathematics, but are taught in mixed ability groups. The use of such groups in science makes it all the more important that each pupils' learning needs are met by careful planning, whereas in 'setted' subjects, the challenge of the work can be varied to suit the pupils in each set. Some planning in science lacks the detail required to meet each pupil's needs. The same activity is listed for the whole class and there is no indication of how pupils' learning will be assessed. However, this is an argument for planning in science, not necessarily for setting in science. As setting has been in place for some years, lack of setting does not explain the 1999 results.

Not enough attention is given to ensuring that homework is set consistently across the school.

27. Homework is among the matters raised most strongly by those parents who voice concerns. Some of these concerns are misplaced and reflect a lack of information. From plans, records and talking to pupils, inspectors are clear that the pupils do receive regular homework, especially in English and mathematics and in Years 5 and 6. However, they receive much less frequent homework in science and their homework is irregular in other subjects. Yet, this pattern is seen in many primary schools.
28. A feature of homework at this school is that pupils are not very clear about when they will be set homework in each subject. When asked, they report different days. Nor do they regularly record their homework in their homework diaries. Some of their uncertainty is because teachers have the freedom to decide whether to set work or not on a given day.
29. As a result, parents are unclear about homework, especially as there is not a school homework timetable which could be shared with parents so that they would know when to expect homework in a subject. This makes it harder for parents to be involved in helping and motivating their children or in checking that the work is being done. Nor can the headteacher and subject leaders easily monitor how much homework is being set. Last year, frequent changes of staff in some classes may also have played a part in raising parents' concerns about the regularity of homework.

Teaching is not yet reviewed regularly and systematically so that the best practice can be shared.

30. Direct observation of teaching, and discussion of how to make it more effective, are not yet well-established practices for teachers at the school. This does not mean that the teachers are never visited or assessed in their classroom work. The headteacher monitors the quality of whole lessons where he thinks it appropriate. The subject leaders for English and mathematics visit lessons and discuss findings with the teacher and the headteacher. These visits are for short periods and have a specific focus coming from the Literacy and Numeracy Strategies, for example, on the use of whole class discussion sessions. The science leader also visits lessons.
31. These activities do not amount to a general scheme for improving and refining teaching skills and methods, so that the strengths and weaknesses of teaching are well known and the best practice is shared. Although the majority of lessons are good, the variable quality of teaching that still exists within year groups and subjects shows the need for a regular review of teaching, so that appropriate training and development can be carried out. Sometimes teaching falls short on basic skills. In a mathematics lesson, pupils were confused by a poorly chosen diagram. In an English lesson, a whole class session went on too long for some pupils. In a literacy lesson for a small number of lower attainers, little attempt was made to match the work in punctuation to each pupil's actual needs. In marking, teachers often add comments, but typically these are general words of encouragement rather than advice of a specific or constructive kind. The latest school improvement plan, in listing ways to boost 'precision teaching', fails to mention core teaching skills, concentrating instead on more peripheral features.
32. A good example of what can be done to share best practice was seen when a dance lesson given by one teacher was witnessed by other teachers and their classes. The excellent performance which the pupils gave, following weeks of preparation, led to general discussion of what the dance conveyed and how the different effects had been achieved. A general weakness, for example, in English teaching, is that not enough use is made of movement and dramatic performance as a learning method. The sharing activity just described was a good start in encouraging teachers to create more opportunities to learn through performance. This example is especially appropriate because not enough use is currently made of movement and dramatic performance as a learning method, for example, in English.
33. Support for pupils with formal statements of their needs is appropriately and effectively deployed but more guidance is needed from the school for the work being done in additional literacy support.

Not enough is done to make sure that all parents understand school procedures and how they can become involved in the work of the school if they wish.

34. A significant number of parents feel that the school does not work closely enough with them or keep them sufficiently informed about their children's progress and other aspects of school life. The evidence of the inspection indicates problems of communication and perception between the school and some parents, which are partly due to lack of opportunities for closer contact with the school.

35. Contrary to the views of some parents, the school makes considerable efforts to keep them informed. The booklet which is used to report children's progress to parents is clear and concise. It gives very useful details on how the child is getting on in specific areas of each subject. With the aim of conveying standards objectively, the school's work grading system is based on one which is used nationally. However, this formal report is annual only.
36. The procedure for moving children between sets is a formal one, which involves consultation with parents. The school holds at least two progress consultation evenings each year for parents, with a choice of dates. However, the fact that setting is operated in this school means that a parent may feel the need to have contact with at least three teachers. Also, some parents wish for more regular indications of progress, especially where there are problems.
37. Some parents see the range of out of school activities as limited or think that the chance to be involved goes to some pupils and not others. In fact, the range is similar to what is offered in many schools and is better than in some. Whereas no evidence has been found of unfair allocation, some of the perceived problems may be due to places going to older pupils or those who already show an aptitude for the activity, as may be the case with sports.
38. The school offers a good range of opportunities to parents to become involved in the school by helping out with activities. Examples include supporting the home/school contract, volunteering to accompany children on a geography visit to the High Street, providing transport both to regular swimming lessons and occasional rugby and football matches, supporting sponsored events, attending briefing meetings about the school camp, English, mathematics and sex education, and preparing children to perform at the Christmas concert. Parents are kept up to date with a newsletter. These opportunities are supplemented by the parents' association, which organises advice sessions, fundraising and social events.
39. Whereas there are good opportunities to help in the ways just described, there are relatively few chances to help in the classroom, although some parents do help in this way. Parents are not used enough as resources for learning. This is likely to contribute to some parents' feelings of not being involved or kept informed. No parent helpers were seen helping in classrooms or around the school during the inspection. Parents are not sufficiently engaged, for example, in helping pupils with problems in basic literacy and numeracy, and in providing enrichment to the curriculum from their own experience, for example, in historical and community studies.

The school does not formally plan its improvement over a long enough period and some parts of the improvement plan are not well defined.

40. The school has a formal improvement plan and is in the process of updating it. This and previous plans cover one year. The range of developments is ambitious and covers most subjects as well as whole school areas such as 'precision teaching'. Given the recent experience of the school, where in the short term English and mathematics have taken most attention at the expense of other subjects, and especially science, the new plan gives surprisingly little attention to managing developments in phases over a two or three year period. The plan is unrealistic because each subject would need to compete for a share of the limited time of all teachers.
41. Some areas of the plan are unconvincing because the methods do not always match

the purposes. For example, the goal of improving teaching by greater 'precision' is not matched by planned activities which centre on actual teaching, such as the sharing of good practice. Nor could the suggested criteria for measuring success be checked without planned access to teachers' lessons.

42. The governors have funded some extra non-teaching time for teachers to support their work in target setting and co-ordinating pupils' work. They also have extra time made available to them when not required to attend daily assemblies. The use of extra time is not made fully accountable, especially against the aims of the school improvement plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the strengths of the school, the governors, headteacher and staff should

- raise standards in science by
 - achieving a more consistent quality in science teaching (para 25);
 - improving the frequency and regularity of homework in science (para 27);
 - setting clear objectives for pupils' learning in science lessons (para 26);
 - giving greater priority to science in teachers' planning time (para 26).
- improve the effectiveness of homework by
 - monitoring the frequency and regularity of homework in each subject against a school homework timetable (para 29).
- set up regular and systematic ways of checking the quality of teaching and sharing good practice (para 31).
- improve the school's partnership with parents by
 - sending parents a homework timetable (para 29);
 - providing more opportunities and encouragement for parents to take a part in the work of the school, including classroom based work, where appropriate (para 39).
- enhance the usefulness of the school improvement plan by
 - introducing a realistic timescale with phases for each of the goals of the plan (para 40);
 - match purposes and methods more closely, especially in the area of improving teaching (para 41);
 - linking explicitly the extra non-teaching time available to teachers with the achievement of the goals of the school improvement plan (para 42).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	9%	48%	30%	9%	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)		350
Number of full-time pupils eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs		Y3-Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		46

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	12
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	3.58
National comparative data	5.4

Unauthorised absence	%
School data	0.01
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	37	46	83

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	33	31
	Girls	41	38	41
	Total	71	71	72
Percentage of pupils at NC level 4 or above	School	86 (78)	86 (74)	87 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	30	28
	Girls	39	38	41
	Total	69	68	69
Percentage of pupils at NC level 4 or above	School	85 (65)	86 (79)	85 (84)
	National	68 (65)	69 (65)	75 (73)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	6
Pakistani	1
Bangladeshi	0
Chinese	1
White	333
Any other minority ethnic group	8

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)	13.7
Number of pupils per qualified teacher	25.5
Average class size	29.2

Education support staff: Y3-Y6

Total number of education support staff	2
Total aggregate hours worked per week	20

FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	498,623
Total expenditure	488,373
Expenditure per pupil	1,454
Balance brought forward from previous year	24,483
Balance carried forward to next year	34,733

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	706
Number of questionnaires returned	176

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	45	2	1	0
My child is making good progress in school.	44	52	2	1	2
Behaviour in the school is good.	30	65	2	0	3
My child gets the right amount of work to do at home.	16	55	26	3	1
The teaching is good.	35	61	1	1	3
I am kept well informed about how my child is getting on.	24	56	18	2	0
I would feel comfortable about approaching the school with questions or a problem.	44	50	5	1	0
The school expects my child to work hard and achieve his or her best.	53	45	1	0	1
The school works closely with parents.	18	51	25	3	3
The school is well led and managed.	33	58	4	1	4
The school is helping my child become mature and responsible.	30	63	5	1	2
The school provides an interesting range of activities outside lessons.	25	53	12	2	8

In any row the percentage shown in each box is the percentage of all the parents who answered that question.

Other issues raised by parents

The vast majority of the parents' comments were positive. Some parents were concerned about the problems that had occurred last year because of turnover of staff. They had seen disruption to the continuity of teaching and of the information coming to parents about children's progress. Some were concerned that the attention being given to basic subjects, especially English and mathematics, appeared to be at the expense of other subjects. Some were concerned that the increasing number on the school roll was leading to overcrowding and less individual attention.