

INSPECTION REPORT

HAWKEDON PRIMARY SCHOOL

LOWER EARLEY, READING

LEA area: Wokingham

Unique reference number: 109929

Headteacher: Mr A Youd

Reporting inspector: Peter Sudworth - 2700

Dates of inspection: May 6th-7th, 2002

Inspection number: 196535

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Hawkedon Way, Lower Earley, Reading Berkshire
Postcode:	RG6 3AP
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R. Stewart
Date of previous inspection:	July 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hawkedon Primary School is situated in Lower Earley on the outskirts of Reading in the Wokingham District and serves a largely privately owned residential area. It educates 435 boys and girls aged 4 - 11 years. It is a school of modern construction, due shortly for further building development. Most pupils are of white UK heritage, although 36 pupils are from other ethnic groups. Twenty-three pupils have English as an additional language of whom four are at an early stage of learning the language. The percentage of pupils entitled to free school meals at 3.95% is well below the national average. The proportion of pupils on the school's special educational needs register is well below the national average. In total 52 pupils are designated as having special educational needs, about 8.5%, well below the national average. Some of these pupils have more complex needs. Pupils begin the Reception classes in September on a part-time basis and most commence full-time education in January. Pupils' attainment on entry is above average.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils. Hawkedon Primary School has been producing very good results in national tests at age 11 in science in the last four years and in English and mathematics in the last two years and the pattern looks set to continue with current Year 6 pupils. Pupils in Years 3 – 5 make good progress in these subjects and in Year 6 very good progress. Whilst the pattern of results has been improving at age seven, the results have not yet reached the same consistently high standard as in Key Stage 2. The school development plan contains an initiative to improve writing at Key Stage 1. The school gives a very heavy concentration of teaching time to English and mathematics throughout the school and the curriculum is not well balanced. Overall, the quality of teaching is sound for Reception children and for pupils in Years 1 and 2 and it is good overall in Years 3 to 6. The leadership and management of the school are sound. Value for money is satisfactory.

What the school does well

- The attainment of the pupils by age 11 in English, mathematics and science;
- The parents' positive views of the school;
- The very caring approach the school adopts to its pupils and parents;
- Pupils' levels of social maturity by age 11;
- The enthusiasm of the staff for their work.

What could be improved

- Pupils' levels of attainment by age seven;
- The strategic planning and rigour in the management of the school, including clarification of the roles and responsibilities of senior staff, and the monitoring of standards of work and classroom practice;
- The balance of the curriculum so that all subjects, receive an appropriate amount of teaching time;
- Meeting the requirement for a daily collective act of worship.
- Inconsistency in homework arrangements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. It has made satisfactory progress since that time. The school has maintained very good standards in English, mathematics and science by Year 6 for which it has received achievement awards. More attention is now being given to fulfilling the requirements of the locally Agreed Syllabus for religious education. Standards of work observed in art and design and design and technology are not as high, as much more time is being given to English and mathematics. Levels of attendance are better. Some improvements have been made in tracking pupils' progress, although some teachers do not use the information well enough to plan learning for different needs. Parents have more positive views about the school. Monitoring systems have been put in place but these still need much further development and greater rigour. The accommodation still lacks external areas to stimulate imaginative play and there is no separate, secure provision for the Foundation Stage children to play outside. This is being budgeted for and work is expected to begin shortly. There are still some inadequacies in school development planning.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			Similar schools	
	1999	2000	2001	2001	
English	C	A	A	A	well above average A B above average average C D below average well below average E
Mathematics	C	A	A	A	
Science	A	A	A	A	

Children in the Foundation Stage maintain their above average level of attainment at entry and by the end of the Reception year their levels of attainment are above expected standards. In 2001 the school exceeded the targets set by the Local Education Authority for the percentage of pupils to reach the expected level at the end of Year 6 in English and mathematics. Pupils' attainment in Key Stage 2 national tests has been very good over the past two years in English and mathematics and science in the past four years and the pattern looks set to continue in 2002. Results for seven-year-olds, whilst improving, have not been quite as impressive nor so consistent. They have mostly been around the national average and sometimes been above, and very occasionally well above, in individual subjects in the past few years, despite the above average attainment on intake. Pupils make good progress in English, mathematics and science in Years 3 - 5, and very good progress in Year 6. Progress is satisfactory in Key Stage 1 in these subjects. Pupils make generally sound progress in other subjects but pupils are not having enough experiences to digest their skills and make better progress in them in order to achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school, work conscientiously and enjoy their lessons.
Behaviour, in and out of classrooms	Behaviour is good in class and around the school and in some lessons it is very good. Their behaviour outside is usually good.
Personal development and relationships	Pupils' personal development is good. They develop a mature view of school and take an interest in life outside. They have good relationships with one another and with their teachers.
Attendance	Above average, although the attendance rate has fallen in recent months.

TEACHING AND LEARNING

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

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

The nature of the short inspection meant that a limited range of lessons could be observed and not all subjects sampled. Altogether 27 lessons were observed. The judgements above take into consideration an analysis of previous work as well as the lessons observed during the inspection. The presentation of mathematics lessons observed during the inspection was good across the school but it was not so consistently good in English, despite a little that was excellent in both key stages. The overall quality of teaching was best in Year 6. All teachers manage the pupils well in lessons and research the content effectively, although sometimes they do not challenge the more able enough, particularly in Key Stage 1. Many teachers do not organise their timetables well enough so that pupils can build up their skills continuously in the more practical subjects and make better progress in subjects such as geography and history. They usually structure the lessons well and give pupils good opportunities to discuss their work and to learn from one another. Teachers make good use of resources to help pupils understand the lesson content. Extra support is given for pupils with special educational needs enabling them to make sound progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is heavily geared to the teaching of English and mathematics. Despite the fact that the school organises special weeks which help to give a better curriculum balance, pupils are not getting enough quality curriculum time in many other subjects to enable the pupils to make better progress in them. There is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	Sound. All pupils on the special educational needs register have individual education plans which are reviewed at regular intervals and these are of satisfactory quality overall. Pupils are supported soundly by teaching assistants in lessons. The school manages well pupils who have emotional and behavioural difficulties.
Provision for pupils with English as an additional language	These pupils are well integrated into the classes and they make good progress in acquiring English by learning from the good role models provided by other pupils and by playing and working alongside them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' personal development, including a residential visit. Regular opportunities are given for pupils to learn through negotiating judgements in discussion. The provision for pupils' cultural and spiritual development is sound. It is good for their social development and very good for their moral development.
How well the school cares for its pupils	This is a strength of the school. Pupils are well cared for and good arrangements are made for pupils who have particular emotional and medical circumstances.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly led. Staff, parents and pupils find it easy to approach the headteacher to resolve any problems they bring. Some of the responsibilities of the staff in leadership positions are unclear and members of staff are unsure who holds responsibility for the Foundation Stage.
How well the governors fulfil their responsibilities	The chairperson of the governing body has only recently been appointed. Currently the governing body does not check that there is an appropriate curriculum in place and does not contribute to or monitor the school development plan. It does not ensure that there is a daily act of collective worship.
The school's evaluation of its performance	The school analyses the results of national tests. Progress on school development plan initiatives is not a regular feature on the agenda for governing body meetings.
The strategic use of resources	Grants are used for their intended purposes and the school is sufficiently prudent in planning for future initiatives. The school has a very large carry forward amount but this is destined for the new building extension.

The school seeks to obtain best value for money when making purchases. Taking all factors into account the school is providing sound value for money.

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 and are making good progress; • The teaching is good; • Behaviour is good; • They are comfortable about approaching the school with any concerns; • The children are expected to work hard and do their best; • The school is well led and managed; • The school is helping their children to become mature and responsible. 	<p>A significant minority of parents who responded to the questionnaire or who attended the meeting stated that:</p> <ul style="list-style-type: none"> • Parents are not well enough informed about their children's progress; • The school does not work closely with parents; • The school does not provide an interesting range of activities outside lessons; • Their children do not get the right amount of homework.

The inspection team agrees with the parents' positive views in many respects. The overall quality of teaching is good but not enough attention is paid to planning for different needs in some classes. The school is being soundly led but there are some important management strategies still to be put in place including the monitoring of standards in Key Stage 1, a thoroughly thought through school development plan and resolution of the role of the senior management team. Parents have appropriate opportunities to learn about the progress their children are making through annual written reports and termly parents' evenings and teachers are willing to see parents at other times. The school does its best to work with parents and there is a successful Parents' Association. There is a satisfactory range of extra-curricular provision but this is mainly for older pupils. Amounts of homework are inconsistent and parents are not always sure what the expectations are. There could be a better dialogue with parents in this respect about what is expected and what is possible given that all staff have a full teaching commitment throughout the day and no time set aside for marking homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **The attainment of the pupils aged 11 in English, mathematics and science**

1. Pupils between Years 3 and 6 make good progress in English, mathematics and science and very good progress in Year 6 where progress accelerates significantly. In 2001, Year 6 pupils had made well above the national average rate of progress compared with their own Key Stage 1 national test results four years previously. Both boys and girls in Year 6 in the past two years have been outperforming boys and girls of a similar age nationally in English and mathematics and over the past four years in science, boys more so than the girls. The school's boys have been doing particularly well. The gap between the girls' performance in English is much narrower than average national differences and the boys have been outperforming the girls significantly in mathematics, despite the fact that girls surpass girls nationally. In 2001, Year 6 pupils' results were well above the national average in English, mathematics and science against all schools nationally and against similar schools, those with similar free school meal percentages. In 2001 the proportion of pupils reaching the higher level was in the top five per cent of schools nationally in mathematics and well above average in English and science. The combined results were in the top five per cent of schools in the country. A similar kind of pattern looks set to continue this year.

2. Most pupils' handwriting in best copy is neat with a mature style. Pupils write for a variety of purposes, for example to take the arguments for and against a particular subject. They write letters as from solicitors to another firm of solicitors about their respective clients. In their writing to create an atmosphere of suspense, one pupil wrote 'She felt a fist of air creeping past her' and another 'Her hand felt like metal refusing to move'. They use punctuation and paragraphing well and spelling is often good, although some make elementary spelling errors. Their speaking and listening skills are very good. They listen well to other points of view and can discuss sensibly and collaborate in groups to come to decisions.

3. Pupils' reading skills are above average by Year 6. They read aloud with good intonation and expression. They comprehend the text well. Their wide tastes in reading and interest in books enable them to make some mature response about books. They can compare books by the same author giving their preferences and reasons. They are able to explore aspects of the story and give mature reasons for their dislikes and likes in literature. One boy pupil supporting his choice of author stated that his favourite *'builds up suspense and then bursts the bubble. He uses sophisticated language and ellipses'*. A girl announced her favourite author *'because he writes with description as if you are eavesdropping on his life'*. They read regularly both at school and at home and are becoming habitual readers. Several include poetry amongst their reading tastes.

4. The level of challenge is high in Year 6. In one excellent Year 6 literacy lesson observed, good use was made of a challenging text which was projected on to a screen for pupils to share. The teacher had excellent subject knowledge and referred, for example, to zeugma and pupils were able to find examples in the text. The teacher modelled good reading aloud. Pupils worked responsibly in pairs to reflect on the positive features of the text and later reasoned their response and could pick out phrases from the text which backed up their opinions. They were able to compare the style of the particular text with the style of other authors they had read. Lots of 'why?' questions from the teacher made pupils reflect on their thinking and they gave mature responses in return. One pupil responded in a discussion about

characters that 'If the book is about an adult, I can't identify with their point of view'. In the sentence work about 'conditionals', which followed later in the lesson, they referred to the lesson text they had been studying with their teacher. Pupils were able to compose such sentences as *'If Lyra hadn't been so brave, then the townsfolk would have had broken legs and broken faith in the town council'*. At the end of the lesson the pupils were enraptured as they listened to the text author reading on tape the opening paragraphs to the book from which they had been studying a piece of text.

5. Pupils' attainment in science has been well above the national average in the last four years at the end of Key Stage 2. Pupils understand the general components of the digestive system and are familiar with the main functions of these. They have a good understanding of friction and forces. They can map out a food chain with good examples of their own. They know some of the main principles of light and sound, such as reflection of light from different surfaces and how sound is made through vibrations and how different objects make varying pitches of sound. Pupils get a good grounding in the National Curriculum Programmes of Study for science and understand the work well with good knowledge in life and living processes. There is a good link with literacy in the subject, although its links with information and communication technology and mathematics are less strong. Occasionally the work in science is too directed and some examples of copied work were observed.

6. By the end of Year 6 pupils have made good progress in mathematics. They have a good understanding of metric measures. They use appropriate strategies to work things out both in written work and in mental calculations. Their knowledge of shape is good and they are familiar with the properties of different shapes. They can classify triangles, for example, and draw different kinds of triangles and measure angles accurately. They use formulae to calculate the area of different shapes. They are very familiar with percentages and can convert fractions to their lowest terms and convert fractions to decimals. They have a good understanding of place value and the value of the digits after the decimal point. They can interpret graphic representations, for example pie charts and bar graphs and deal with large numbers in their calculations. Presentation of work is satisfactory, although sometimes their work is undated. Work is marked up to date with occasional comments for development.

The parents' positive views of the school

7. The responses to the parental questionnaire indicate that parents have very positive views of the school in important respects and state that their children enjoy school. Almost all feel their children are making good progress, and significantly, this is 22 per cent higher than at the time of the previous inspection. All parents except one responding to the questionnaire state that their children work hard and achieve their best and become mature and responsible as a result of the education they receive. They regard the quality of teaching as good. Their views of the school are more positive than at the time of the previous inspection in all respects. In particular their responses indicate that standards of behaviour are better. Eight per cent more of the responses indicate that parents feel comfortable about approaching the school with any concerns they may have, an indication that the school is very approachable to parents. In total 94 per cent of the large number of respondents felt positive in this regard.

8. The ten per cent sample of parents surveyed during the inspection itself confirms the largely positive views expressed by the 41 per cent of parents who responded to the questionnaire. They additionally stated that the pupils were well inducted to the school and receive a lot of help in preparation for their next school. Parents work in the school on a voluntary basis. Parents appreciate the communication from the school and state they are constantly kept updated.

9. These largely positive views were confirmed by the parents who attended the pre-inspection meeting. Parents expressed general satisfaction with pupils' levels of attainment at the meeting, though some felt their children did not receive as many opportunities as formerly in art and design, music, history and geography. These concerns are dealt with later in the report. The majority view of parents at the meeting was that the school produces confident and well rounded children, many of whom reach their potential. They think of others and learn to appreciate different cultures. Behaviour was stated to be good and the pupils well mannered. Personal responsibility is encouraged and both attendance and punctuality are good. Parents state that the well organised Parents' Association makes a very positive contribution to the life of the school and it is well supported.

The very caring approach the school adopts to its pupils and parents.

10. The school is intent on dealing with problems when they occur in a positive and open atmosphere and does so successfully. It provides counselling sessions for both parents and for pupils who experience problems and deals successfully with pupils who have emotional and behavioural difficulties. Pupils' successful integration into classes, sometimes having been unsuccessful or having experienced problems elsewhere, is testimony to the school's success in this regard. Several pupils on the special educational needs register for behavioural problems were seen to take part successfully in lessons and were well managed. The school's open atmosphere and the headteacher's approachability encourage both pupils and parents to meet him to get issues resolved or to seek help. Several members of staff stated they find the headteacher approachable and would quickly go to him if they had issues which needed to be resolved.

11. The school is vigilant with regard to child protection procedures and the headteacher is the school's child protection nominee. He updates himself with training at regular intervals in this regard, though refresher training for staff would be appropriate. The school has good behavioural procedures and has expectations of pupils; 'Listen'; 'Be kind'; 'Be polite'; 'Look after property' to which they respond well. Indeed the children themselves are an important element in the care arrangements, for they look after each other and are sensitive to one another's needs. They co-operate with one another and share personal feelings and thoughts in group discussions.

12. The school's education welfare officer provides additional and helpful support for the school and is a good partner in the school's arrangements to care for the pupils. Any attendance issues are followed up quickly and the school's above average rate of attendance is in part testimony to the good work in this regard.

13. The pupils receive good all round pastoral support. Classteachers are very vigilant about the pupils and bring any concerns quickly to the headteacher's attention. Complex medical problems are handled very effectively. The school receives good support from other outside agencies, such as the school nurse. Parents are well informed of any potential outside school hazards to which it becomes party.

14. Health and safety arrangements are handled well and there is an official health and safety check of the premises termly. In the meantime the site manager keeps careful watch on any other potential hazards.

Pupils' levels of social maturity by age 11

15. Pupils develop a good sense of social responsibility and sense of moral values by age 11. They consider the needs of others, for example by saving for charities and adopt a mature approach to each other in educational activities. They work well at their tasks and collaborate well in group discussions and come to negotiated responses to specific questions. For example, Year 2 pupils had to decide on questions they might ask of an author in order to research his life in such discussions. They concentrate well in lessons and most adopt the accepted routine of putting up their hands to answer questions. Pupils' behaviour in lessons is good and often very good. Pupils are polite as when they offer visitors to their own class, and at their own instigation, a copy of the text they are studying. They look after the premises well and show respect for the contributions of others in lessons. Their speaking and listening skills are well above average for their age and are further evidence of their growing maturity.

The enthusiasm of the staff for their work

16. The teachers work well in year teams and plan together so that pupils receive similar opportunities. Planning is generally good and teachers have a clear idea in the long-term of what they are going to teach, although sometimes in the short-term the planning does not sufficiently cater for different needs. They share their expertise effectively in teaching groups of pupils. The teachers have taken on new initiatives enthusiastically and the organisation and structure of the literacy and numeracy follow the recommended method. Staff display much enthusiasm for their work. The school has benefitted from having leading literacy and numeracy teachers on the staff to share their expertise and the results have been particularly effective in Key Stage 2, although they have not yet improved results in Key Stage 1 to the same extent. Members of staff feel it is important to provide a week's residential visit for Year 6 pupils early in the autumn term. This is a popular and well planned occasion which helps to unite the Year 6 pupils and blend staff and pupils together for the year's work ahead. The school has active representation on the Parents' Association.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Pupils' levels of attainment by age seven could be higher

17. During the course of the inspection the presentation of lessons in Key Stage 1 was mostly good and occasionally excellent and some good practice was observed. Teachers had very good relationships with their pupils and prepared their lessons well. Results in Key Stage 1 have been showing some improvement in the past four years, most significantly in spelling at both the expected and higher level, and in reading and mathematics particularly at the higher level. Historically, however, pupils between the ages of seven and 11 have been making better progress. In national test results, whilst pupils aged 11 have been reaching well above national average results in the last two years, pupils aged seven have not been doing as well comparatively for their age. Only once in the last four years, in mathematics in 2000, have results been well above the national average. Mostly results in reading, writing and science in the national test for seven-year-olds over the past four years have been around an average level, although both reading and writing have each been above the national average once in the last two years. This is despite the fact that pupils' attainment on entry is above average. In 2001 against similar schools, the percentage of pupils reaching the expected level or above in science and reading was well below average and below average in writing and science for the higher level. Against local authority results in 2001, Key Stage 1 results were below average in reading at the expected level and slightly above at the higher level, below at both levels in science, above in spelling and about the same in mathematics. They were slightly suppressed in writing at the expected level but equalled the Local Education Authority average at the higher level.

18. Teachers' expectations of pupils in this age group are not consistently high enough and tasks are sometimes insufficiently demanding. Teachers are not consistently planning for the different levels of ability in class and sometimes the same task is given to all the pupils. Scrutiny of pupils' work indicated that standards of presentation are not always high enough. Handwriting is taught regularly and well, but despite this, pupils' work is sometimes untidy. Work is often presented on loose-leaf work sheets which are often undated and without the proper means to hold them together so that pupils can value what they have done. Too often the work given to pupils is on photocopied worksheets which demand insufficient of pupils' efforts. In one class, for example, able pupils had been asked to do a simple task which involved them copying out words without the 'ed' ending such as 'burned' and 'roared' and on another occasion to write out given plural words such as 'crowds' in the singular without the 's'. The learning intention for these pieces of work was unclear and the task over simple. In another example, able pupils had been asked to insert a word in a gap in a sentence 'The ---dog ran across the park.' The pupil took an easy option and inserted 'big'. Pupils are not being encouraged to write in their own words enough nor to think sufficiently for themselves.

19. Whilst Key Stage 1 teachers give verbal feedback to pupils about their work, there are insufficient written comments on pupils' work to indicate they have done particular things well or to act as reminders about how they can improve their work.

20. In science there is again an overuse of undemanding worksheets which only require one word answers. Many are undated and presentation of work is often untidy. Some of the work pupils do is incomplete. There is an over use of colouring in as an activity. Insufficient opportunities are taken to consolidate scientific language. Pupils do not record their observation in a sufficient variety of ways and in their own writing. There is limited use of information and communication technology across this subject

21. In mathematics, too, there is a heavy use of worksheets and work is largely undated and gives an untidy appearance. Pupils often only fill in answers on the sheets which is not encouraging pupils to set out their own work correctly with due attention to place value. Some pupils are not making enough progress. For example, in some of the work scrutinised, pupils were doing two figure place value in the autumn term and still doing similar work a few months later. Pupils are capable of more work in the lessons. Overall progress in Key Stage 1 in all three core subjects could be better and the challenges for some much more demanding.

The strategic planning and rigour in the management of the school, including clarification of the roles and responsibilities of senior staff, and the monitoring of standards of work and classroom practice;

22. The school development plan is an insufficiently rigorous tool to plan the school's strategic development and to improve standards. It is too brief and does not include detailed costings, success criteria, responsible personnel for the specific initiatives, target dates for the completion of actions and the steps that will be taken to achieve those targets. It is unclear from the brief plan which are the most important priorities and which will be tackled first. Whilst co-ordinators have their own individual action plans, these are not incorporated into the plan as an integral document and the quality of individual subject plans is very varied.

23. The role of the senior management team is unclear. It meets very infrequently. It does not have terms of reference and exists in name only. There are no minutes of any meetings. The Key Stage 1 co-ordinator, a named member of the senior management team, is unclear about her role and there is no named person for the oversight of the Foundation Stage. Staff meetings do not have a rigorous enough link to curriculum development and the school development plan.

24. The governing body has quite recently appointed a new chair of governors and it is a developing organisation. It has been insufficiently involved in the past in monitoring the progress of the school development plan and in its formulation. It is not yet effective enough in evaluating whether the school is obtaining value for money. It meets most of its statutory requirements but it does not ensure that the school has a daily collective act of worship.

25. There is inadequate monitoring of curriculum practice and of timetables to ensure an appropriate curriculum balance is obtained in all year groups. There is an insufficient consistency in whole school approaches to work. This is evidenced in the over use of inappropriate work sheets at Key Stage 1 as against the more devolved responsibility to pupils to write in their own words in Years 3-6, although even in this respect there were differences within Key Stage 2. Examples of work in science in Year 5 on the human body had been copied from an original source.

26. The deputy headteacher has done very good work in the school in improving the quality of teaching in mathematics and she has a good working relationship with the headteacher. However, her timetable is changed termly and some of the staff are not always sure of the reasons for any changes. The headteacher has not developed a clear and transparent enough rationale for what the deputy headteacher is being asked to do and at times there is some lack of clarity between her own involvement in subjects and that of subject co-ordinators.

The curriculum is too heavily weighted on English and mathematics activities

27. Whilst pupils' attainment in Key Stage 2 national tests in English and mathematics and science has been well above the national average, the balance of the timetable is very heavily weighted to these aspects of learning, particularly in English and mathematics. Approximately, two-thirds of the timetable is given to these two subjects through different aspects of English and mathematics, including speaking and listening and reading. This is well above what most other schools are committing to these two areas of the curriculum. Whilst some attention is given to other subjects, such as music and religious education on a regular basis, some parents' views expressed at the parents' meeting that history, geography and art and design are not getting as much attention as they used to are confirmed. The pupils are not practising their skills regularly enough in these subjects. The presentation of that work, especially in geography, was unsatisfactory given the pupils' capabilities in these subjects. Furthermore the heavy emphasis on English and mathematics in Years 1 and 2 has not been reflected in well above average standards by the end of Year 2, except in mathematics in 2000.

The school does not meet the statutory requirement to hold a daily collective act of worship

28. The governing body does not fulfil its statutory responsibility to ensure that a daily collective act of worship takes place. The school holds regular occasions known as 'school meetings' when pupils gather together daily for key stage or smaller groupings. Whilst the majority of those observed contributed to pupils' moral and social development they did not conform to an act of worship. Pupils are well behaved on these occasions and they enter and leave quietly often to recorded music. However, the music was not referred to in the gathering and learning opportunities were missed to discuss the instruments, the mood and the composer's work.

Inconsistency in homework arrangements

29. Two statements in the questionnaire received less favourable responses, those relating to homework and to extra-curricular activities. In total about one quarter of the parents who responded to these statements felt that the school could do better. The inspection team finds that the range of extra-curricular activities provided is similar to that at many primary schools. It does find that there is some inconsistency in homework provision, even between classes in the same year group. In some year groups, pupils get enough homework and in others consistency could be improved. Parents at the meeting had some other concerns about homework and stated that there was insufficient comment from teachers about pupils' performance in homework. They stated that on occasion it goes unmarked and there was inconsistency in response to notes in the homework books and in the quality of messages which go to and from home. The inspection team found some support for these views. Parents are not always sure what the expectations are. The school could come to a better understanding with its parents on this issue through a dialogue with them. This might also help parents to appreciate not only what is expected but also what is possible given that all staff have a full teaching commitment throughout the day and no time set aside for marking homework.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The school has made satisfactory progress since the last inspection and standards are very good in English, mathematics and science in Year 6. They are not as high as they could be for seven-year-olds given the intake. In order to improve standards further, the school must address the following issues.

- **Improve pupils' levels of attainment by age seven by:**
 - a) ensuring that more planning takes into account the needs of pupils with differing capabilities and that assessment is used more purposefully in this process;
 - b) monitoring planning and standards in Key Stage 1 more effectively;
 - c) using senior staff more effectively to ensure that appropriate targets are set for individual pupils and that they are checked more regularly to ensure they are met;
 - d) building on the above average levels of attainment on entry to ensure pupils develop creatively as well as in work which is regarded as more academic;
 - e) ensuring the Foundation Stage curriculum gives enough scope for children's sufficient development in all areas of their learning.
(Paras. 17-21)

- **Ensure there are better systems to manage the school strategically, monitor standards of work and classroom practice and that everyone is clear of their roles and responsibilities by:**
 - a) improving substantially the quality of the school development plan and using it more effectively to drive the school forward and to monitor its progress at regular intervals;
 - b) clarifying the role and purpose of the senior management team and ensure it meets regularly to give the school a greater steer;
 - c) clarifying the role of the deputy headteacher and Key Stage 1 co-ordinator and ensuring the Foundation Stage is appropriately and informatively managed;
 - d) ensuring staff meetings have a direct link to the school development plan so that they are more rigorous and purposeful in improving the quality of the curriculum and standards attained;
 - e) setting out a clear plan for monitoring the work of the school in all subjects so that all staff are clear about these procedures and use this monitoring more effectively to improve the quality of teaching and standards of pupils' work;
 - f) involving the governing body in the formulation of the school development plan and in its monitoring and introduce better procedures to determine whether the school is obtaining value for money.
(Paras. 22-26)

- **Ensure that the pupils receive a better balanced curriculum and on a more regular basis, thus giving pupils more experience of the foundation subjects by**
 - a) developing systems which ensure that all pupils receive a full experience of their curriculum entitlement across the National Curriculum Programmes of Study
 - b) monitoring teachers' own prepared timetables more regularly and more rigorously for an effective curriculum balance.
(Para. 27)
- **The school should take steps to ensure that it meets its obligation and the legal requirement for a daily collective act of worship.**
(Para. 28)
- **The school should take steps to overcome the parental concerns over current homework arrangements and share in a dialogue with parents about what is possible and practicable.**
(Para. 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	2	11	12	0	0	0
Percentage	7	7	41	45	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		438
Number of full-time pupils known to be eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		52

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence	%
School data	2.2
National comparative data	5.6

Unauthorised absence	%
School data	0.5
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	01 [00]	35	25	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	32
	Girls	24	25	24
	Total	51	54	56
Percentage of pupils at NC level 2 or above	School	85 [87]	90 [95]	93 [100]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	30	31
	Girls	25	23	24
	Total	52	53	55
Percentage of pupils at NC level 2 or above	School	87 [92]	88 [98]	92 [97]
	National	85 [84]	89 [88]	89 [88]

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	01 [00]	37	28	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	34	36
	Girls	26	23	28
	Total	60	57	64
Percentage of pupils at NC level 4 or above	School	92 [85]	88 [84]	98 [97]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	34	35
	Girls	25	24	24
	Total	59	58	59
Percentage of pupils at NC level 4 or above	School	91 [84]	89 [89]	91 [87]
	National	72 [70]	74 [72]	82 [79]

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	3
Indian	4
Pakistani	6
Bangladeshi	0
Chinese	6
White	399
Any other minority ethnic group	16

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	
Black – African heritage	0	
Black – other	0	
Indian	0	
Pakistani	0	
Bangladeshi	0	
Chinese	0	
White	0	
Other minority ethnic groups	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: YR – Y6

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	21.9
Average class size	25.8

Education support staff: YR – Year 6

Total number of education support staff	15
Total aggregate hours worked per week	241

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	00-01
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	£
Total income	808,675
Total expenditure	740,238
Expenditure per pupil	1,649
Balance brought forward from previous year	96,198
Balance carried forward to next year	164,635

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	435
Number of questionnaires returned	179

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	5	0	1
My child is making good progress in school.	49	47	3	1	0
Behaviour in the school is good.	43	51	2	1	3
My child gets the right amount of work to do at home.	26	50	20	3	1
The teaching is good.	53	42	2	1	2
I am kept well informed about how my child is getting on.	35	49	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	62	32	6	0	0
The school expects my child to work hard and achieve his or her best.	59	40	1	0	0
The school works closely with parents.	34	50	9	4	2
The school is well led and managed.	53	43	1	1	2
The school is helping my child become mature and responsible.	46	50	2	0	2
The school provides an interesting range of activities outside lessons.	21	35	19	9	16