

INSPECTION REPORT

**ROBERTTOWN CHURCH OF ENGLAND
JUNIOR and INFANT SCHOOL**

Roberttown, Liversedge

LEA area: Kirklees

Unique reference number: 107721

Acting Headteacher: Mrs J S Laycock-Smith

Reporting inspector: L Furness
8245

Dates of inspection: 19th – 20th September 2000

Inspection number: 22439.

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

School category: Voluntary Controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church Road
Roberttown
Liversedge
West Yorkshire

Postcode: WF15 8BE

Telephone number: 01924 325723

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Appropriate authority: Governing Body

Name of chair of governors: Mrs J Lee

Date of previous inspection: 19th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10-13
WHAT COULD BE IMPROVED	13-15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16-19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Roberttown Church of England Junior and Infant School is an average size primary school with 229 pupils on roll (compared with the national average of 226). The majority of pupils come from the local area and the percentage of pupils having English as an additional language (1.3%) is slightly higher than in most schools. The percentage of pupils having special educational needs (20.5%) is in line with the national average and the percentage of pupils with statements of special educational needs (0.4%) is below the national average. The percentage of pupils eligible for school meals free of charge (5.2%) is below the national average. There are 8 classes, 6 with pupils of a single age range and 2 classes with pupils from both Years 1 and 2. Children are admitted to the school in the September term following their fourth birthday. Although the attainment of children varies considerably from year to year, initial assessments indicate that the attainment of the majority of children is in line with that expected for their age. At the present time there is an acting headteacher in post and an acting deputy headteacher has very recently been seconded from the Local Education Authority for an unspecified amount of time.

HOW GOOD THE SCHOOL IS

This is a very effective school. The school has gone through a period of change with significant changes to the senior management team. However, the acting headteacher, governors and all staff have maintained an effective team that has a clear sense of purpose and direction. As a result of good teaching, the pupils respond and achieve well by working hard and attaining very high standards by the time they leave school. The school provides very good value for money.

What the school does well

- By the age of eleven, attainment is very high in English, mathematics and science.
- The acting headteacher in providing good leadership that focuses clearly on maintaining high standards is well supported by the governors.
- Pupils' have very good attitudes to learning and their interest and enthusiasm helps to deepen their knowledge and understanding of their work.
- The personal, spiritual, moral, social and cultural development of pupils is very good. Pupils are taught right from wrong and to respect other peoples' feelings, values and beliefs.

What could be improved

- Although in science the number of pupils attaining the expected level at the age of seven is very high in comparison with the national average, the number of pupils attaining above this level is only in line with the national average.
- The use of information and communication technology in the different subjects of the National Curriculum is under developed.
- There are many good checking and evaluating systems in place, however the school has identified that these need to be rationalised in order to make them more effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in November 1996. The main issues identified in the previous report have been dealt with well resulting in good progress being made over the last four years. Standards in design and technology are at least in line with that expected for the pupils' age and a good

scheme of work is in place ensuring that learning is progressive through the school. The role of the subject co-ordinator has also been developed and all co-ordinators have a good overview of their subject. Good quality teaching has been maintained and the successful implementation of the National Literacy and Numeracy Strategies has further improved provision in English and mathematics. The school has made good improvement since the last inspection.

STANDARDS

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

Performance in:	compared with			
				similar schools
	1997	1998	1999	1999
English	A	C	A*	A
mathematics	A	B	A*	A
science	C	C	A*	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The national tests for 11-year-olds in 1999 indicate that in English, mathematics and science the pupils' results are very high in comparison with the national average. The school's performance is in the highest 5% of schools nationally in all three subjects. In comparison with similar schools, pupils' results are well above average. The trend in the school's average National Curriculum points for all three subjects has been broadly in line with the national trend over the last four years. In the year 2000 the percentage of pupils attaining the expected level for 11-year-olds is again above the national average in all three subjects. Pupils currently in Year 6 are attaining standards in all three subjects that are in line with that expected for this time of the year. The school has exceeded the targets set for this year (2000) and has set appropriate targets for the forthcoming year.

At the age of 7, results in 1999 are well above the national average in writing and above the national average in reading and mathematics. In comparison with similar schools results in writing are above average and are broadly in line with the average in reading and mathematics. In the year 2000, pupils' results are well above the national average in reading and writing and broadly in line with the national average in mathematics. The present Year 2 pupils are attaining at the same level as the 2000 cohort.

All pupils are achieving well with more able pupils being appropriately challenged by the tasks they are given and less able pupils showing good improvement in their work over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school, enthusiastic about learning and show much interest in their work.
Behaviour, in and out of	Good. Pupils play well together, are courteous to visitors and behave

classrooms	well in lessons, in the dining area, at playtime and when moving around the school.
Personal development and relationships	Very good. Pupils respond well to any responsibility they are given and form very good relationships with everyone around them.
Attendance	Very good. Pupils attend school regularly and are punctual, allowing lessons to start on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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.

Very good and good teaching is a strong feature of this school. Teaching is at least satisfactory in 95.5% of lessons. It is good in 41% and very good in 27.2%. There was one unsatisfactory lesson during the inspection, representing 4.5% of all lessons. English and mathematics teaching is good. It is always at least satisfactory and in both subjects it is at least good in 71% of lessons. Good quality planning in these two subjects ensure that teachers are clear about what pupils are to learn and pupils respond well to the high demands made of them. They are successfully taught to persevere in their work, to give their best at all times and as they grow older, to take more responsibility for finding things out for themselves in order to consolidate and extend their learning. The skills of literacy and numeracy are well taught throughout the school and in all subjects. The teaching of reception aged children is always good and provides them with a good start to their education. Teaching is at its best in Year 6, where the teacher's use of very good questioning fully engages the pupils' attention and challenges them to recall the knowledge and skills they learn in earlier lessons. At the same time, it enables the teacher to assess the pupils' current knowledge and understanding of the subject accurately, ensuring that the lesson planned will be well matched to the needs of all pupils, including those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils are provided with an interesting and varied curriculum.
Provision for pupils with special educational needs	Good. There is effective support provided for pupils with special educational needs and these pupils make good progress.
Provision for pupils with English as an additional language	All the pupils with English as an additional language are well supported and make good progress along with others in their class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a school that positively helps pupils to care about others, to know the difference between right and wrong and to respect and appreciate the world around them.
How well the school cares for	Very good. The school is a caring community that provides effective

its pupils	support for all its pupils both academically and personally.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher provides good leadership and has effectively maintained continuity during a period of change of leadership. She has a clear sense of purpose and knows the strengths and areas for development very well.
How well the governors fulfil their responsibilities	Good. The governors have appropriate committees in place to help them oversee the work of the school. They know the school's strengths and recognise areas that need developing. They ensure that all statutory requirements are being met.
The school's evaluation of its performance	Good. There are good systems in place to help the school check on its performance. When necessary, good use is made of this information to adjust the focus of pupils' learning.
The strategic use of resources	Good. The school very carefully evaluates the effects of its spending on the standards it achieves. Careful consideration is given to all spending to achieve maximum value from all the school buys.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school. • Behaviour in the school is good. • Children are expected to work hard. • They recognise that the school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • Many commented that limited additional opportunities are provided for their children out of lessons. • A significant number were unhappy with homework arrangements.

The inspection findings recognise all the positive points made by parents and confirm that they are significant features of the school. The opportunities provided for pupils to be involved in activities after school or lunchtime is similar to that offered in many schools. However, the school does recognise that parents perceive that sporting activities are limited and in the very near future are offering football activities for pupils. There are also plans to have a mathematics and computer club for pupils who are interested in these subjects. The school's arrangements for homework are appropriate and in line with the majority of other schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- 1 By the age of eleven, attainment is very high in English, mathematics and science.**
- 2 Pupils' performance in the 1999 national tests for 11-year-olds is excellent. In comparison with all schools nationally their performance is very high in English, mathematics and science and is in the highest 5% of schools nationally. In comparison with similar schools the pupils' performance is well above average. The percentage of pupils achieving the higher levels is very high in all three subjects. Over the last four years the trend in the school's average National Curriculum points has been one of overall improvement. This improvement has been maintained in the year 2000 and the percentage of pupils attaining at least the expected level for 11-year-olds is above the national average in English, mathematics and science. Although the percentage of pupils attaining the higher level is not as high as last year, there is still a good percentage of pupils attaining the higher level, particularly in mathematics and science. Considering that the majority of children on entry to the reception classes have attainment that is in line with that expected for their age, pupils make very good progress in their learning. The school attributes its success to good teaching and to consistently high expectations of what pupils are able to achieve. This inspection confirms that view.
- 3 Central to the drive to maintain and improve standards is the effective way in which teachers assess pupils' work, judging their progress over time and identifying what pupils need to do next to improve. The teachers and support staff have a very good understanding of the levels of work they should be expecting of pupils. They regularly look at samples of work together and discuss what should happen next for individual pupils and for year groups. They comment regularly on individual pieces of work giving a clear indication of the present level of work and what the next steps should be. They have developed a good system for tracking the progress of cohorts of pupils and are therefore able to check that pupils are progressing well in relation to their prior attainment. Teachers also set and share with pupils, clear learning targets. Pupils therefore are able to measure their own progress.
- 4 The National Literacy and Numeracy Strategies have also played a significant part in maintaining high standards. These subjects are given a substantial amount of time each day and teachers have enthusiastically adopted both Strategies. There is good emphasis on literacy supporting pupils' learning in other subjects such as science and religious education. Improving pupils' mental calculation skills is also seen to be important and during the daily mathematics lesson teachers' quick-fire questioning effectively increases pupils' mental dexterity.
- 5 Teaching is consistently good in both these areas. In the reception class the teacher is introducing appropriate elements of both Strategies carefully and sensitively. She enthusiastically introduces children to the 'Big Book' using correct terminology of 'title, story, page, word and letter'. She easily engages the children's interest in learning about the sequence of number as they join with enthusiasm, in chanting rhymes such as "5 currant buns" and '5 speckled frogs'. In this class learning is good and children are provided with a good introduction to the National Literacy and Numeracy Strategies. In Year 2, pupils are encouraged to read with expression and in the context of the text 'Can't you sleep little bear?' pupils use a variety of voices for different characters. There is continual reinforcement of punctuation, with pupils quickly realising the relevance of commas and question marks. By Year 6, pupils are able to prepare a short section of a story as a script. They learn about the importance of setting and location and consider how to use stage directions. Through very

good questioning, the Year 6 teacher encourages pupils to think and to apply previous knowledge and understanding of language and literature. Numerous opportunities for applying previous learning are very evident in all Year 6 lessons and another very good example is seen in a numeracy lesson, when pupils explore the relationship between fractions, decimals and percentages. The teacher's good subject knowledge, clear instructions and explanations ensure that any misunderstandings are appropriately dealt with. Incorrect answers are handled sensitively and the teacher ensures that pupils learn productively from their mistakes.

- 6 By the age of 11, pupils have a good understanding of scientific concepts. They are given good opportunities to practise experimental and investigative science. For example, Year 5 pupils begin to discuss the question 'is air a gas?' Correct scientific vocabulary is introduced and the pupils are encouraged to record their findings independently. This independence is continued in Year 6, when pupils plan a fair test to solve the problem of how to help a solid to dissolve more quickly. Pupils also design a table to record their data.
- 7 Standards are high in all three subjects because good quality teaching makes a positive impact on learning. Teachers have high expectations of pupils and they respond well to the challenges offered to them.
- 8 **The acting headteacher in providing good leadership that focuses clearly on maintaining high standards is well supported by the governors.**
- 9 Despite a period of significant changes, the acting headteacher has very successfully maintained continuity and progression in the development of the school and has kept a strong sense of teamwork and partnership between governors, parents, staff and pupils. She is very aware of the strengths and the areas for improvement and has a clear vision of how to achieve the school's aims. The new school development plan is a coherent document, which supports the school's aims and priorities. It is also sensibly linked to a financial plan.
- 10 She has provided the staff of the school with clarity of direction and has effectively supported them in focussing on issues that are important in the present educational climate. For example, the school's effective use of the Literacy and Numeracy Strategies is helping to raise and maintain high standards. She is committed to the implementation of the Strategies and has placed appropriate emphasis on resourcing literacy and numeracy. She has been equally vigilant in ensuring that the care provided for pupils extends beyond that of looking after academic needs. To this end the acting headteacher is mindful of the need for pupils to be happy at school and to feel part of a special community.
- 11 The governing body and in particular the Chair of governors has been very supportive. She visits the school at least once a week, to discuss any issues that may arise. The acting headteacher has particularly valued this interest and support. The previous inspection commented upon the very good leadership and management of the former headteacher. She had in place very secure systems, which has allowed this school to maintain a happy safe environment where pupils can attain high standards during this period of change of leadership.
- 12 **Pupils' have very good attitudes to learning and their interest and enthusiasm helps to deepen their knowledge and understanding of their work.**
- 13 The pupils' attitudes to school continue to be very good. The attitudes and values they portray are a strength of the school. All pupils, including those with special educational needs enjoy learning. The majority of pupils are able to listen well, sustain concentration and are keen to

participate in lessons. Their enthusiasm for learning is seen in several subjects. For example in numeracy, Years 1 and 2 pupils are absolutely thrilled as they correctly 'purchase teddies' from the class shop. They eagerly work out the necessary combinations of money to total 10 pence and one boy, on correctly identifying that a teddy valued 6 pence and another valued 4 pence would make 10 pence, sits laughing aloud and holding his purchases excitedly. In a collective act of worship for pupils aged 5 to 7, led by the Vicar, the pupils are engrossed in the story of 'the lost sheep'. They listen attentively and join in the story with gusto and enthusiasm. Much of the interest is attributed to the very lively manner in which the Vicar presents this story and his enthusiasm is a key factor in developing the pupils' very good attitudes to learning during this collective act of worship.

- 14 As soon as children start school they are helped to understand what is expected of them. For example, in the reception class, pupils soon learn what is good behaviour and how their actions affect others. They know that when they are asked to do something they are expected to respond appropriately. Well planned activities ensure that children want to take part and when asked for volunteers during the number rhyme singing sessions, almost all the children want to be involved. They join in the singing enthusiastically and during story sessions their facial expressions show that they are fully engrossed in the story.
- 15 Older pupils continue to have positive attitudes to their learning. In science, Year 4 pupils are finding out about movement and growth. They listen with interest to the teachers' explanations and instructions and answer questions enthusiastically. They show good concentration during their independent work. One boy, who is particularly interested in this subject, has carried out research at home and brought into school a CD-Rom about the skeleton and the human body. The information from this has been printed out and shared with the rest of the class.
- 16 These very good attitudes make a positive contribution to pupils' learning and achievements and this impacts positively on the high standards attained by the age of 11.
- 17 **The personal, spiritual, moral, social and cultural development of pupils is very good. Pupils are taught right from wrong and to respect other peoples' feelings, values and beliefs.**
- 18 Provision for pupils' personal, spiritual, moral, social and cultural development is very good and contributes significantly to the quality of education provided by the school. This very good provision has been maintained since the previous inspection.
- 19 Very good spiritual development is evident in the way that the school uses both formal and informal ways of encouraging pupils to reflect and to value the religious beliefs of Christianity and other major faiths. Well planned acts of collective worship contribute positively to spiritual awareness, reinforce the values and aims of the school community and offer pupils opportunities for prayer and quiet reflection. A sense of awe and wonder is promoted through pupils' own written prayers. Music is played quietly as pupils enter the hall and this successfully helps to create an atmosphere of calm and peace. Religious education lessons make a very valuable contribution to spiritual development as pupils consider issues such as creation and forgiveness. There are very close links with the local church and the Vicar is regularly in school taking the collective act of worship or visiting classrooms.
- 20 Moral development is very good. The school successfully teaches pupils the difference between right and wrong and much of this is done implicitly through the good example set by

the staff. Pupils are expected to take responsibility for their own actions, by following the school's code of conduct, which is CARE – consideration, affection, respect for everyone and everything. The code is clearly understood by all staff around the school and is evident in most lessons. Staff also make promises to their pupils and these promises are displayed in the hall for all to see. Moral issues are actively promoted through acts of collective worship and in lessons. For example, pupils are encouraged to think about friendship in a Year 4, personal, social and health education (PSHE) lesson. When asked what do you expect from friendship, pupils answer confidently, citing 'affection,' 'care and comfort,' and 'respect.'

- 21 The 'Befrienders' initiative, which is managed by one of the support assistants, contributes very effectively to pupils moral and personal development. Older pupils are trained to listen and to support pupils in the school who are having difficulties. The pupils are very proud to be chosen as 'Befrienders,' and take their roles and responsibilities very seriously. Younger pupils respect and trust the 'Befrienders' and are confident that if they have a problem then there is someone available who will listen to them and help them to overcome the difficulty. During the inspection a 'Befriender' was seen sensitively supporting another child who wanted to talk about a concern she had.
- 22 Social development is very good and pupils of all ages are encouraged to be aware of the needs of each other and the wider community. Pupils work well together and share resources and ideas willingly. Teachers and other adults in the school set a very good example. They listen to pupils, value their contributions and show respect for their points of view. Opportunities are provided for pupils to be involved in raising money for different charities. Pupils are given responsibilities, for example preparing the hall for assemblies, door stewards and helping with younger pupils. Older pupils also have the opportunity of a 3 day residential visit, which further supports the pupils' understanding of teamwork, partnership and social responsibility.
- 23 Pupils' cultural development is very good. A wide range of opportunities to broaden pupils' experiences is provided and pupils enjoy a variety of visits out of school. These include: Oakwell Hall, Robinwood and Cliffe House. The local area is also used well to support the curriculum. Pupils also gain valuable experience from visitors to the school, for example an Asian dance group, theatre groups and older members of the community who talk about their childhood memories. Opportunities to explore other cultures and faiths are very actively promoted through religious education, art and music. Stories from different cultures are included in the literacy hour and myths and legends from Ancient Greece are discussed in history.

WHAT COULD BE IMPROVED

- 24 **Although in science the number of pupils attaining the expected level at the age of seven is very high in comparison with the national average, the number of pupils attaining above this level is only in line with the national average.**
- 25 The 1999 teacher assessments in science show that the percentage of pupils' attaining the level expected for 7-year-olds is very high. However the percentage of pupils attaining above the expected level is broadly in line with the national average. On the basis of teacher assessment in 1999, in both reading and writing, the percentage of pupils attaining the higher levels is well above the national average. In mathematics results are close to the national average. In the current year (2000), there is a very high percentage of pupils attaining the

level expected for 7-year-olds but the percentage of pupils attaining the higher level has declined and is low. In reading, spelling and mathematics there are still a high percentage of pupils attaining the higher levels.

- 26 The school is aware that this is an area of concern and the science co-ordinator has correctly identified why results are not as good in science. A considerable amount of time has been spent on successfully implementing the National Literacy and Numeracy Strategies and consequently science has not been a major priority of the school. Also teachers of pupils aged 5 to 7 have been reluctant to assess pupils as attaining the higher levels because in recent years there has been very little work on developing a secure understanding of what a pupil has to do to attain the higher level. Teachers have not had the benefit in science of the same useful information that the Local Education Authority has provided for schools in English and mathematics.
- 27 The co-ordinator has a draft action plan to address this area of concern and to raise teachers' expectations of the number of pupils able to attain the higher level in science. The plan identifies the need to target potential high achievers early in the school year and to address the issue of teacher reluctance to award the higher level to pupils, through discussion and moderation activities.
- 28 The use of information and communication technology in the different subjects of the National Curriculum is under developed.**
- 29 Information and communication technology provision was judged to be satisfactory in the previous inspection and this position has been maintained. The school has a new computer suite and has improved the quality of its' computers. However, in order to utilise information and communication technology effectively in other subjects the school does not have enough good quality computers for pupils to use. The suite allows only half a class to access it at a time and the remaining computers although housed together in a central area, do not work as efficiently as those in the suite. There are no computers available for pupils to use in their classroom apart from in the reception class.
- 30 All classes are timetabled to use the suite every week, and teachers do the very best they can with limited resources. The Year 6 teacher manages the situation very well by using a very competent teaching assistant to demonstrate the task to be carried out to one half of the class, whilst she demonstrates the activity to the remaining half. This very clear demonstration, accompanied by a clear explanation ensures that pupils once working independently are able to enter information correctly onto a spreadsheet whilst incorporating a formula. The standard of attainment of pupils in this lesson is in line with national expectations. However, not all teachers are so proficient or as confident and occasionally information and communication technology time is spent in the classroom neatly rewriting information to be entered into the computer. This is seen in a Year 5 class and the subject knowledge of the teacher in introducing spreadsheets is insecure.
- 31 The acting headteacher, who is also the information and communication technology co-ordinator, is very aware of the strengths and areas for improvement in this subject. The staff are very willing to learn and most are confident with word-processing and data-handling activities. However, the co-ordinator is aware that training is needed in some aspects of the subject, for example, multi-media presentations. Through the monitoring of planning she knows that the skills of information and communication technology are being taught but through lack

of quality resources, the teachers are unable to plan effectively for the use of these skills in other National Curriculum subjects.

- 32 The development of the subject and pupils' proficiency is hindered through a lack of good quality computers. Although the subject meets statutory requirements there is room for improvement.
- 33 **There are many good checking and evaluating systems in place, however the school has identified that these need to be rationalised in order to make them more effective.**
- 34 Monitoring and evaluating activities are well established in the school and the previous inspection noted the effectiveness of monitoring procedures. These activities include classroom observation, evaluation of planning, examining pupils' work, evaluation of National Curriculum test results, analysis of baseline information and the setting and monitoring of school targets. Governors are very aware of their monitoring role and through active sub-committees they adopt the role of 'critical friend' and report back regularly to the full governing body, Subject co-ordinators also regularly feedback to governors regarding subject initiatives.
- 35 The statutory requirement to introduce Performance Management from September 2000 has meant another checking system has had to be established. This involves the setting of objectives for the headteacher and the staff, planning interviews and discussing training needs and arranging an annual cycle of planning, monitoring and review.
- 36 The acting headteacher and the Chair of governors have realised that in order to be more effective and to manage the systems in place there is a need to rationalise existing procedures. A comprehensive timetable is necessary, to plan exactly what needs to happen and to ensure that time is used in the most efficient way. The acting headteacher is aware that staff must not become overloaded with their responsibilities. The governors have already arranged an extra meeting for later in the year in order to clarify their priorities and to improve their strategic overview of the school's work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 37 In order to maintain high standards and improve further, the school should:

Enable more able pupils to attain the higher level in science at the age of 7 by:

- ensuring that the teachers' planning addresses the requirements of Level 3 National Curriculum science;
- providing the necessary training for teachers so that they are secure about what pupils have to do to attain Level 3;
- carrying out standardisation activities in order that there is documentation available for teachers to use, to give them the confidence to award the higher level to pupils.

Paragraphs: 24-27

Ensure that information and communication technology skills are used to support learning in all relevant National Curriculum subjects by:

- updating the quality of hardware in the school so that pupils are able to use the computers more regularly;
- subject co-ordinators identifying in schemes of work where information and communication technology should be used;
- improving the subject knowledge of some teachers in the school;
- the information and communication technology co-ordinator checking and evaluating the use of information and communication technology in all relevant National Curriculum subjects.

Paragraphs: 28-32

Rationalise existing monitoring and evaluating systems by:

- implementing a manageable timetable, which clearly identifies the monitoring and evaluating activities that are occurring at different times of the year;
- ensuring that all staff and governors are aware of the timetable and are able to prepare themselves for the identified activity;

Paragraphs: 33-36

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27.2%	41%	27.2%	4.5%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	229
Number of full-time pupils eligible for free school meals	N/a	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
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	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	17	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	16	17	17
	Total	35	37	37
Percentage of pupils at NC level 2 or above	School	92 (90)	97 (81)	97 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	17	17	17
	Total	37	38	38
Percentage of pupils at NC level 2 or above	School	95 (91)	100 (87)	100 (97)
	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	22	7	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	22
	Girls	7	7	7
	Total	27	28	29
Percentage of pupils at NC level 4 or above	School	93 (63)	97 (69)	100(63)
	National	70 (65)	69(59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	22
	Girls	7	7	7
	Total	29	29	29
Percentage of pupils at NC level 4 or above	School	100 (90)	100 (89)	100 (79)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	193
Any other minority ethnic group	3

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: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.4
Average class size	28.6

Education support staff: YR– Y6

Total number of education support staff	4
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	370238
Total expenditure	359045
Expenditure per pupil	1555
Balance brought forward from previous year	7302
Balance carried forward to next year	18495

Results of the survey of parents and carers

Questionnaire return rate: 31.9%

Number of questionnaires sent out	229
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	27	4	0	2
My child is making good progress in school.	55	36	5	1	3
Behaviour in the school is good.	59	36	4	0	1
My child gets the right amount of work to do at home.	33	47	15	3	2
The teaching is good.	63	26	7	1	3
I am kept well informed about how my child is getting on.	47	41	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	23	8	0	1
The school expects my child to work hard and achieve his or her best.	68	26	5	0	1
The school works closely with parents.	40	45	12	1	2
The school is well led and managed.	55	32	8	4	1
The school is helping my child become mature and responsible.	56	36	5	3	0
The school provides an interesting range of activities outside lessons.	23	33	21	11	2