

INSPECTION REPORT

**THORNABY-ON-TEES CHURCH OF ENGLAND
VOLUNTARY CONTROLLED PRIMARY
SCHOOL**

Thornaby, Stockton-on-Tees

LEA area: Stockton-on-Tees

Unique reference number: 111669

Headteacher: Mr C J Bird

Reporting inspector: Barbara E Parker
22261

Dates of inspection: 16th – 17th October 2000

Inspection number: 225144

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Baysdale Road Thornaby Stockton-on-Tees
Postcode:	TS17 9DB
Telephone number:	01642 763060
Fax number:	01642 751002
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. D Hawthorn
Date of previous inspection:	21/10/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs Barbara Parker 22261	Registered inspector
Mrs Margaret Morrisey 9769	Lay inspector
Mrs Kath Hurt 24895	Team inspector
Mrs Margaret Palmer 20646	Team inspector

The inspection contractor was:

Schoolhaus Ltd
Suite 17
BPS Business Centre
Brake Lane
Walesby
Nottinghamshire
NG22 9HQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a large voluntary controlled Church of England primary school for boys and girls 3 - 11 years old. It has 285 full-time pupils and 52 part-time children in the nursery class. Many children enter the nursery with under-developed personal, social, speech, and communication skills, but, by the time they start reception, their attainment is broadly typical of that found nationally. Twelve per cent of the pupils are eligible for free school meals, which is close to the national average and twelve per cent have special educational needs, which is below the national average. There are no pupils with Statements of Special Educational Need and a low percentage (one per cent) of pupils with English as an additional language. Almost all of the pupils are from white English speaking families, and broadly average backgrounds.

HOW GOOD THE SCHOOL IS

This is a very effective school because teaching is good and pupils progress well to reach above average standards by the time they leave. Pupils get a very good start in the nursery, where the very effective teaching stimulates high levels of interest and children are eager to learn. Leadership and management are purposeful and all staff share a firm commitment, and demonstrate a good capacity, to improve. Pupils achieve well because of the well-planned and implemented programme for personal development and the very positive ethos for learning that permeates the school. The school provides good value for money.

What the school does well

- Pupils achieve well in the juniors and their attainment at age 11 is above average in English, mathematics and science because of good teaching.
- The provision in the nursery is very good.
- Pupils behave very well and are eager to learn because staff care about them and make very good provision for their personal, social, and moral development.
- New staff are introduced to the school well and teachers are receptive to advice and act quickly to improve their teaching.

What could be improved

- High standards have not been maintained over time in Key Stage 1 because the brighter pupils do not do well enough.
- The school could do better about finding out about its strengths and weaknesses.

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 its last inspection in 1996. Many of the strengths have been maintained and most of the key issues have been dealt with. Good teaching and high standards overall have been sustained in Key Stage 2, but not in Key Stage 1 because teachers do not use assessment effectively to plan work to stretch the brighter pupils. School development planning is better than it was. Investigation in mathematics has improved. Staff move between year groups in order to broaden their teaching experience, and governors are more involved in curriculum matters.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	A	B	B
Mathematics	C	B	B	B
Science	C	B	B	B

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

The results of the national tests for 11-year-olds improved in line with the national trend between 1996 and 1999. Targets are usually exceeded and the school does well in comparison with similar schools. Results in mathematics and science dropped in 2000, however, and the school did not meet its target in mathematics because some of the brighter pupils did not do as well as expected. Although this can be attributed in part to five of the brighter pupils leaving the school during the key stage, last year's workbooks show that brighter and average attaining pupils too often did the same work. Most pupils currently are working at the expected level and many at the higher level in English and mathematics, although there was evidence of brighter pupils in mathematics still being given, at times, similar work to the average attaining.

The 1999 test results for seven-year-olds were average in writing and mathematics and only one per cent fewer pupils than nationally reached the expected level in reading. The school did as well as similar schools in writing, but not as well in reading and mathematics. Higher attaining pupils did not do well in either reading or writing. Although in 2000, the school worked hard to ensure that more pupils reached a secure Level 2 (the expected level for seven-year olds) in reading, writing and mathematics, no pupils have attained the higher level in writing for the last three years and in science for the last two. Although in Key Stage 1, pupils' attainment is broadly as expected for pupils of their age, the brighter pupils do not achieve well enough because their work is insufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show a keen interest and are eager to do well.
Behaviour, in and out of classrooms	Very good because teachers establish good routines and have high expectations about how pupils should behave.
Personal development and relationships	Very good. Pupils listen to each other, take turns and work effectively in small groups. They establish very effective relationships with staff and other pupils.
Attendance	Satisfactory.

Attitudes are very good because the provision for pupils' personal development is very effective. Staff encourage pupils to work hard and always do their best, particularly in the presentation of their work. Pupils' very positive attitudes towards learning, and one another, help them to succeed in their learning by building their confidence and self-esteem.

TEACHING AND LEARNING

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

Teaching and learning are good overall. They are most effective in the nursery and Key Stage 2. Teaching was satisfactory or better in 94 per cent of the lessons seen. It was good in 56 per cent and very good in 12 per cent. All of the good lessons seen were in nursery and reception and Key Stage 2, and the very good ones were in the nursery. One lesson in Key Stage 1 was unsatisfactory. Teaching did not take enough account of pupils' previous learning and insufficient regard was given to the main teaching points identified in the lesson plan. Consequently, pupils did not learn enough and their achievement was below their capabilities.

Children learn very well in the nursery because the activities are meaningful and purposeful and teaching focuses very effectively on what children have already learnt and need to do next. Learning in Key Stage 2 is good because, usually, pupils of all abilities are set challenging work. Booster classes for targeted pupils effectively help to raise standards because learning is more focused.

In both key stages, teachers' comments in pupils' English workbooks show pupils how to improve. High standards of presentation are expected in all subjects. Lessons are well structured and pupils' learning is built systematically over time because of the effective implementation of the national strategies for literacy and numeracy. Literacy and numeracy skills are taught well, but there is not always sufficient time for writing at greater depth and the books in school do not always inspire pupils to want to read. Comments in the pupils' mathematics books do not help pupils to improve.

Teaching in Key Stage 1 does not take sufficient account of pupils' previous learning and the work does not challenge the brighter pupils because they are usually set the same tasks as the average and lower attaining pupils. Whilst the less able are supported in their work and achieve well, the brighter ones do not progress at a good enough rate.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Very good in nursery where the curriculum is broad, meaningful and purposeful and activities are well planned, well structured, and well managed.
Provision for pupils with special educational needs	Good. Their learning is enhanced because high demands are made on them and they are given effective support to do the work.
Provision for pupils with English as an additional language	Satisfactory. Pupils are supported appropriately in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. A real strength, which contributes significantly to learning and achievement and prepares pupils very well for adult life.
How well the school cares for its pupils	Good. Staff care for pupils well.

The provision throughout the school for pupils' spiritual, moral and social development is firmly rooted in everything that the school does. There are good opportunities for pupils to reflect on helping others and to develop recognition and respect for people of different backgrounds, cultures and abilities. Staff work together very well and provide pupils with excellent role models on which they base their own relationships with others. Pupils have a strong sense of right and wrong because staff talk with them about truth and justice and the impact their actions have on others.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. They create an excellent climate for learning for both pupils and staff and have a keen desire to raise standards and good commitment to improve.
How well the governors fulfil their responsibilities	Satisfactory. Governors are fully committed to improvement, but do not effectively evaluate the impact their decisions have on raising standards.
The school's evaluation of its performance	Unsatisfactory. The school's evaluation procedures are in their infancy and insufficiently developed to identify precisely why things are as they are.
The strategic use of resources	Satisfactory, but the school cannot be sure that its expenditure is having the most impact on raising standards because its evaluation procedures are under-developed and insufficiently rigorous.

Staff induction is good and newly qualified teachers are supported well. They benefit from rigorous and effective monitoring of their teaching and agreed targets for improvement. All teachers are receptive to advice and act quickly to address weaknesses noted in their teaching. The school applies the principles of best value appropriately.

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 coming to school. • The standards pupils attain and the progress that they make. • The way pupils behave in and out of school. • The way the staff know their children well and take good care of them. • The good teaching and the positive attitudes and values that the school promotes. • The way staff expect children to work hard, do their best and become mature and responsible. • The way the school is led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The inspection team agrees with most of the parent's positive comments. Although school evaluation is under-developed and insufficiently rigorous, leadership and management are nevertheless sound overall. There are many good aspects to teaching, but the brighter pupils in Key Stage 1 could do better. The range of activities outside lessons is similar to that found in most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in the juniors and their attainment at age 11 is above average in English, mathematics and science because of good teaching

1. Standards are above average in English, mathematics and science by the time the pupils leave the school and the school usually exceeds its targets in all three subjects. Pupils of all abilities learn well, mainly because teachers use their assessments of what pupils already know to set suitably challenging work. There are occasions, however, when the work does not challenge the brighter pupils enough, particularly in mathematics. The least able pupils are supported effectively in lessons by the class teachers and classroom assistants, who help them to do the work. Work for pupils with special educational needs is pitched at the right level during withdrawal sessions and good questions such as “What is the best way to count these squares?” give pupils a good grasp of how to calculate the length and breadth of a given shape. Teachers include all pupils in the introductions to lessons, asking individual pupils relevant questions depending on their capability.
2. Pupils achieve well during lessons because the teaching is inspirational and interests the pupils successfully. The lively introductions and approach to learning make the work enjoyable and pupils are eager to start their tasks. Teaching incorporates a good balance of praise, support and challenge, giving pupils confidence to have a go. For example, in a Year 3 lesson on speech marks, the teacher explained the idea carefully and probed pupils’ understanding through questions such as “Who’s saying that?” and “How do you know it is Mr Large speaking?” Teachers constantly give time targets and this adds a sense of urgency to pupils’ work. Teaching makes high demands on pupils to try hard and behave well and pupils respond very positively to these expectations. Teachers make very useful comments in pupils’ English workbooks to help them make improvements to their work, but not in mathematics, where marking is mainly ticks or crosses, with little indication to pupils about what they are doing right or where they are going wrong.
3. Teachers are confident teaching the national literacy and numeracy schemes of work and implement both successfully, although sometimes sticking too rigidly to the scheme in mathematics and losing sight of the need to adapt the work for pupils of higher ability. Nevertheless, teaching builds systematically on pupils’ learning during lessons (such as when pupils in Year 3 were learning about speech marks), and over time. Lessons are well structured and move at a brisk pace. Teaching holds the pupils’ interest successfully because resources are well prepared - such as enlarged text of ‘A quiet night in’ for class teaching in Year 3, and diagrams of areas in a Year 6 mathematics lesson.
4. Teaching and learning are particularly good in English, where the test results rose again in 2000, with 86 per cent of the pupils reaching the expected level and above, and 37 per cent attaining the higher level. Pupils write for a range of purposes including poetry, letters, stories, and reports, but there is insufficient time allocated for extended writing and the amount of work pupils can do in the time allowed is limited. There is good focus on spelling and punctuation. Pupils are encouraged to use dictionaries when they are unsure of the spelling of words such as ‘apprehensive’. Teachers ask well-focused questions such as “Would he have a grin on his face if he was worried?” when pupils convert a story into playscript. By the time they leave the school, most pupils read accurately. They chose imaginative words in their stories to grab the attention of the reader and their work is well structured and sequenced into paragraphs. They use stage directions well such as ‘aside’ when writing plays, and their handwriting is neat, legible and well formed.
5. Teachers have good subject knowledge and understanding of the requirements of the mathematics curriculum. They are confident and enthusiastic about the subject, and this

impacts well on the pupils' positive approach. The school is, this year for the first time, targeting pupils for additional support in mathematics, as they did in English last year, to try to ensure that the brighter-average pupils attain the higher level and the lower-average pupils attain the expected level. By the time they leave the school, most pupils use mathematical language – such as 'factor' - appropriately because teaching promotes it well. They find the area of given shapes, calculating accurately. They investigate problems confidently and sensibly and work competently with numbers up to 9999. They add and subtract decimals to two decimal places and recognise fractions and percentages. They work with negative numbers and use co-ordinates in all quadrants.

The provision in the nursery is very good

6. Most of the children enter the nursery with attainment below that of other children of their age. They learn quickly and, by the time they move to the reception class, their attainment is broadly as expected.
7. The nursery is an exciting place to be. It is full of activity, with the teacher, nursery nurse, and volunteer helpers working and playing alongside children. Nursery staff have a very good understanding about how young children learn through exploration and observation and use this knowledge well to strengthen children's knowledge and understanding, for example, of shapes and their properties. They are very clear about what they want children to learn, and plan a good range of experiences to enable children to make good progress in all areas of learning, concentrating initially on developing their personal, social, and communication skills.
8. There is a good atmosphere for learning in which children feel secure and valued. Activities are well planned, well structured and well managed by the class teacher, nursery nurse and adult helpers. Adults support children well, such as when weighing out ingredients to bake with, because all of them are clear about what they are to do. Helpers have very detailed written instructions which include examples of questions they can ask individuals and groups of children when, for example, making gingerbread men with them, and know what the children are to learn from the activity that they are supervising.
9. Teaching and learning are very good because teachers use their assessments of children's previous learning very effectively to plan suitable activities and guide children's learning. Daily lesson plans successfully target groups of children for additional support or more challenging activities because teachers know precisely what individual children can already do and need to do next. This means that even when children work at the same activity, the demands made on individual children differs according to their assessed needs. Adult intervention focuses well on what individual children need to learn next, and well-focused questions, such as "How many sides and corners has it?" help the eight children in the morning session who already recognise basic two-dimensional shapes to develop their understanding of shape properties. Whilst the work and play of these children is more focused and greater demands are made on them, others of less ability experience shapes through well-planned activities such as printing using paint, matching shapes, and using different shapes to create a person.
10. There is a good balance of times when children choose for themselves and times when adults choose for them from the activities available, developing children's independence and confidence well. Resources are very good in range and quality. Equipment and materials are labelled and easily accessible to children and adults. The room is filled with words and numbers to promote literacy and numeracy skills. The outdoor learning area is attractive and well resourced with a variety of wheeled push and pull toys and climbing equipment to promote children's communication and physical skills in particular. Space is used very well in the classroom, which is divided into areas for learning including a woodwork area in which children saw and hammer wood, a cooking area, and role-play areas such as a house and a doctor's surgery.

Pupils behave very well and are eager to learn because staff care about them and make very good provision for their personal, social and moral development

11. The school's ethos is embedded in supporting and caring for pupils and staff. Consequently, pupils of all ages feel valued and have very good attitudes towards school and their work. They show a keenness to work hard and do their best because they know that their teachers care about them and celebrate their achievement and success.
12. From starting school in the nursery, children are encouraged to look after their classroom and the equipment in it, tidying away things when they are finished with them. They are well-settled, happy children because the relationships they have with the teacher and nursery nurse are built on trust. They all show confidence in undertaking tasks, and high levels of interest in their work, because the activities they are given to do are relevant, meaningful and purposeful. Children play and work together well and share and take turns; they are very well behaved and co-operative.
13. Pupils throughout the school know, understand and respond well to the school's rules. There are good opportunities for reflecting on how to behave appropriately towards others and about the importance of helping each other, for example, through well-told stories in collective worship. Consequently, pupils of all ages get on with each other well and work together sensibly, listening to their teachers and classmates.
14. Teachers establish good routines for work and have high expectations of pupils' response and behaviour. Because pupils trust and respect their teachers, they enjoy very effective relationships with them, which build their confidence, and allow them to succeed and make good progress. Consequently, pupils of all ages and abilities are keen to participate in lessons. For example, when a group of Year 5 pupils with special educational needs were working on multiplication tables one boy was so eager to answer he called out excitedly "Can I have a go at that?" Pupils are secure and confident enough to ask questions when they are unsure about something, such as how to find the area of a given shape in mathematics.
15. All pupils present their work very well because teachers lead by very good example. Their own handwriting is meticulous and they present the pupils' work beautifully in well-made books or on the walls, celebrating the achievements of individuals and filling them with pride.

New staff are introduced to the school well and teachers are receptive to advice and act quickly to improve their teaching

16. There is a culture within the school, generated very effectively by the school management, which reflects an eagerness to do well. Consequently, all staff are fully committed to school improvement and achieving greater success.
17. There are three newly qualified teachers, all of whom started their teaching careers at Thornaby Church of England Primary School at the beginning of this term. Their induction is very effective. Their mentor, who supervises their planning and spends time with them each week talking about what is and is not working in their teaching, supports them very well. The observations she makes of their lessons identify clearly what needs to be done to improve teaching and learning in lessons and contribute effectively to staff development. Targets for improvement are realistic, useful and achievable because the evaluative comments are sharp and well focused and effectively boost the teachers' morale, whilst pointing out what could be made better.
18. This enthusiasm for improvement permeates the school. All staff, including the head teacher and senior managers, were very receptive to what inspectors had to say during the inspection week. They listened attentively to what and why things had and had not worked in

lessons, such as why some groups of pupils had made more progress than others. Subject co-ordinators listened to comments about, for example, why brighter pupils in Year 6 did not do as well as expected in mathematics last year and discussed with inspectors the need for closer analyses and scrutiny of pupils' learning over time. All of the teachers are fully committed to improving their teaching in order to provide the very best possible for the pupils in their care and many aspects of teaching improved during the inspection period because of the teachers' effective responses to inspectors' comments. One teacher, for example, adapted her plans to provide more suitable challenge for the brighter pupils in the class and the work the pupils did in the next lesson was well matched to their capability and their learning was consequently improved. Because of the staff's very positive response to suggestions and their ability to listen to and understand what they need to do next, this school is well placed to make further improvements.

WHAT COULD BE IMPROVED

High standards have not been maintained over time in Key Stage 1 because the brighter pupils do not do well enough

19. Although there are many strengths in teaching in Key Stage 1, test results in Key Stage 1 have declined over time in reading, writing and mathematics and the school does not do as well as schools with a similar percentage of free school meals. Information from the school's assessments shows that the ability of the children on entry to nursery is declining steadily year-on-year. Whilst this could partly explain some decline over the years in the end of Key Stage 1 results, children do well in the foundation stage and most reach the early learning goals by the end of the reception class. Evidence from the inspection shows that the main reason for the fall is that teaching does not take sufficient account of pupils' previous learning and the work, although sometimes different for different ability groups, is not based accurately on pupils' assessed needs. For example, in a Year 2 mathematics lesson on shape recognition, although the higher attaining group were expected to do more difficult work than the others - identifying shapes from the number of sides and corners – they were well capable of moving on to looking at reflective symmetry in shapes.
20. There are many times when all pupils are set the same task, with the brighter pupils expected to do more and the less able pupils to do less of the same thing. For example in a Year 1 literacy lesson, all pupils were asked to copy instructions from cards on how to make a milkshake – the higher attaining copied more, the lower attaining less. This resulted in the higher attaining pupils marking time in what turned into a handwriting lesson. In another Year 1 literacy lesson, the higher attaining pupils wrote their own recipes. Because the focus was on using sentence connectives, however, they were not encouraged to write in the present tense or in well-constructed sentences using full stops and capital letters. Consequently, most of them wrote in the past tense and in one long sentence, with each instruction joined to the other with 'and then'. Their work was inappropriately praised, so neither the exercise nor the teaching comments did much to develop pupils' understanding of writing clear and easy-to-follow instructions.
21. Lesson plans detail what all pupils are to learn by the end of the lesson. However, the learning intentions are the same for all pupils, with no indication about how the more able are going to achieve better than the less. Extension activities such as 'choose a book and read it quietly', do little to extend pupils' learning and time is often wasted at the end of lessons with 'fill in' activities.

The school could do better about finding out about its strengths and weaknesses

22. Whole-school evaluation is ineffective and because of this, the school has been unable to either identify reasons, for example, of why the good progress in nursery is not sustained in later years or to stem the decline in Key Stage 1 test results. However, the school has

implemented the school evaluation scheme published by the local authority and is determined to improve. This process is in its infancy, however, and is not yet effective because, although the school describes what is happening, it does not evaluate why. For example, the self-evaluation report identifies that a below average percentage of pupils attained the higher levels in Key Stage 1 in 1999, but does not offer any explanation about why or what might be done to remedy it.

23. Although the head teacher and senior managers monitor the test results, particularly in Key Stage 2, they do not analyse and evaluate them to identify trends in attainment over time or to formulate hypotheses about why pupils' achievements are as they are. They do not analyse pupils' individual answers to test questions and then explore the reasons for success or failure in answering particular questions. They do not, for example, carry out rigorous scrutiny of curriculum planning, talk with pupils to see what they have learnt from what has been taught, or look at their work to gauge their level of achievement. Lesson observations are variable in quality and effectiveness. Although the deputy head's monitoring of the newly qualified teachers' lessons are very effective in identifying areas for further improvement, some of the other observations are too descriptive. They are, consequently, of little use in the evaluation of why teaching and learning are more successful in some lessons than in others.
24. Subject co-ordinators are not sufficiently involved in monitoring what is going on in their subjects. For example, in mathematics, they make sensible suggestions about why test results in Key Stage 2 dropped in 2000, but their ideas are not substantiated by secure evidence because they have not looked analytically at the their ideas to either prove or disprove them. They do not have a clear enough picture of what is happening in their subjects and therefore have little influence in their development.
25. Governors do not evaluate the impact their spending decisions have on standards. They have a very firm commitment to, for example, increase the number of support staff, but do not evaluate the impact this has on teaching and learning. They do not know why, for example, even though support in the early years has increased, standards have not. They cannot therefore be sure that their funding is being spent in the most effective way.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school should

- (1) Improve the teaching and learning for the brighter pupils in Key Stage 1 by ensuring that teachers use what they know about pupils' past achievements to set suitably challenging work;
- (2) Improve the monitoring and evaluation procedures so that the school knows what is happening in teaching and learning and why by:
 - i) analysing trends in test results to identify patterns in attainment over time and explore the reasons why;
 - ii) examining pupils' work and their answers to test questions to identify strengths and weaknesses in learning;
 - iii) talking with pupils to ensure that they retain what they have been taught;
 - iv) ensuring that the money spent improves provision and effectively raises standards;
 - v) improving the consistency of the quality of lesson observations so that all teachers are clear about what does and does not work in their lessons and know about how to remedy weaknesses.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12%	56%	25%	6%	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)	26	311
Number of full-time pupils eligible for free school meals	NA	37

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.4

Unauthorised absence	%
School data	0.2
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	17	25	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	16	15
	Girls	22	23	24
	Total	34	39	39
Percentage of pupils at NC level 2 or above	School	81 (88)	93 (86)	93 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	23	24	25
	Total	37	40	42
Percentage of pupils at NC level 2 or above	School	88 (88)	95 (90)	100 (92)
	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	27	21	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	24
	Girls	16	13	19
	Total	39	37	43
Percentage of pupils at NC level 4 or above	School	81 (80)	77 (69)	90 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	23
	Girls	16	13	17
	Total	39	37	43
Percentage of pupils at NC level 4 or above	School	81 (63)	77 (74)	83 (74)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	262
Any other minority ethnic group	0

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	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	21.5
Average class size	28.3

Education support staff: YR – Y6

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	538242
Total expenditure	532367
Expenditure per pupil	1535
Balance brought forward from previous year	27089
Balance carried forward to next year	32964

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	3	1	0
My child is making good progress in school.	70	29	0	1	0
Behaviour in the school is good.	63	34	1	1	0
My child gets the right amount of work to do at home.	43	41	13	1	1
The teaching is good.	71	27	0	1	0
I am kept well informed about how my child is getting on.	54	40	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	89	10	0	1	0
The school expects my child to work hard and achieve his or her best.	73	23	3	0	1
The school works closely with parents.	51	43	3	1	1
The school is well led and managed.	74	21	1	1	1
The school is helping my child become mature and responsible.	63	34	1	1	0
The school provides an interesting range of activities outside lessons.	23	41	14	6	16