

Pre-Publication Report

**INSPECTION REPORT**

**BISHOP GILPIN CE PRIMARY SCHOOL**

Wimbledon London

LEA area: Merton

Unique reference number: 102666

Headteacher: Mr R Cargill

Reporting inspector: Dr T Simpson  
10428

Dates of inspection: 30<sup>th</sup> June to 1<sup>st</sup> July 2003

Inspection number: 246229

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

## Pre-Publication Report

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**INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Lake Road Wimbledon London
Postcode:	SW19 7EP
Telephone number:	020 8946 6666
Fax number:	020 8944 0722
Appropriate authority:	The governing body
Name of chair of governors:	Mrs G Evans
Date of previous inspection:	This is the school's first inspection

**INFORMATION ABOUT THE INSPECTION TEAM**

<b>Team members</b>		
10428	Tom Simpson	Registered inspector
09391	Norma Ball	Lay inspector
14997	Val Emery	Team inspector
31029	Peter Thrussell	Team inspector

The inspection contractor was:

Serco QAA

Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bishop Gilpin is a large, popular and over-subscribed Church of England primary school serving part of Wimbledon in the London Borough of Merton. It was previously a first school, but was re-designated as a primary school in July 2002 following local authority reorganisation. The pupils mostly live in owner-occupied accommodation. There are 456 pupils on roll including 141 who are in nursery or reception classes. This latter group is described as being in the Foundation Stage. There are slightly more girls than boys on roll. About 20 percent of the pupils are from ethnic minority groups. There are 70 pupils on roll for whom English is an additional language and four of these are at an early stage of English language acquisition. The percentage of pupils entitled to free school meals is below the national average. The percentage with special educational needs is below average but the percentage with a Statement of Special Educational Need is slightly above average. Attainment on entry is above the expected levels overall.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. Most pupils attain high academic standards. The teaching is very good and this impacts very well on the achievement of the pupils. Provision for the pupils' personal development is very good. The pupils have very positive attitudes and behave very well. Relationships at all levels are very good. The headteacher provides very strong leadership. The school provides good value for money.

#### **What the school does well**

- Standards are well above average – particularly in English and mathematics.
- Teaching is very good and this is having a very positive effect on the achievement of the pupils.
- Provision for pupils' personal development – including their spiritual, moral, social and cultural development – is very good, and impacts very well on their attitudes, behaviour and relationships.
- Provision for children in the Foundation Stage is very good, which means that they get a very good start to their schooling.

#### **What could be improved**

- Despite recent improvements, standards in and provision for information and communication technology are still not good enough.

*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 not been inspected before.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A*	A*	A
writing	A*	A*	A*	A
mathematics	A	A	A	A

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

The asterisk indicates that the school's performance in the National Curriculum assessments at the end of Year 2 in reading and writing is in the highest five percent nationally. For the past three years, the school has been given an 'Achievement Award' by the Department for Education and Skills because of its consistently high results in the tests. Teacher assessments in science in 2002 were also well above average overall. The school's trend in improvement is broadly in line with the national trend – although this could be misleading as its results are constantly above the national ones. This is the first year that the school has had a Year 6 and as yet there are no published test results for this group. However, inspection findings and preliminary test results for this year indicate that standards are frequently well above average at the end of Year 6. This is particularly the case in English and mathematics. Standards are also well above the expected levels in art and design. Most children in the Foundation Stage will significantly exceed the early learning goals in most areas of learning by the time they reach Year 1. However, despite recent improvements in the provision, standards in information and communication technology are still not high enough by the time the pupils reach the end of Year 6. Evidence from a scrutiny of pupils' work, observation of lessons and an analysis of the school's records indicates that pupils at all stages of education in the school achieve very well. The school has set appropriately challenging targets for further improving standards in literacy and numeracy. These are likely to be met in numeracy and exceeded in literacy.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – the pupils like coming to school and have very positive attitudes towards their work.
Behaviour, in and out of classrooms	Very good in lessons and around the school.
Personal development and relationships	Very good – the pupils understand the difference between right and wrong. They respect one another's opinions and values and are courteous towards adults and one another. Relationships are very good at all levels.
Attendance	This is very good and well above the national average. However, there is a lack of punctuality on the part of a minority of the pupils.

All pupils have a clear understanding of how they are expected to behave around the school and meet these expectations well. They are polite and helpful and enjoy being in school. They are keen to share

responsibility for aspects of the school community. The small amount of poor punctuality involves a minority of families.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good.	Very good.	Very good.

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

Teaching overall is very good and is impacting very well on the achievement of the pupils and on the quality of their education. No unsatisfactory lessons were seen during the inspection. A particular strength of the teaching at the school is the high expectations that teachers and other staff have of pupils’ behaviour and the academic standards that they reach. Another is the very good pace of many lessons. This keeps the pupils motivated and impacts very well on their learning. Methods are usually varied and relevant. Where appropriate – such as in literacy and numeracy lessons – they are well structured. In other situations they can be very imaginative. Planning is usually very good and support staff generally contribute very well to pupils’ developing skills and knowledge. Occasionally there are weaknesses in the quality of the teacher’s planning and inefficiencies in the deployment of non-teaching staff. There are also inconsistencies in the quality of marking. However, English – including literacy - and mathematics – including numeracy - are both taught very well and teaching overall meets the needs of all pupils very well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory – although the school provides a rich curriculum overall, statutory requirements in respect of information and communication technology are not fully met.
Provision for pupils with special educational needs	Good – these pupils are well supported and make good progress.
Provision for pupils with English as an additional language	Good – pupils with English as an additional language make good , and sometimes very good, progress in their English language acquisition.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Very good in all aspects of the provision.
How well the school cares for its pupils	The pupils are very well cared for. There are good procedures for assessing pupils’ progress in English, mathematics and science. Assessment procedures in the other subjects are under developed.

The school works well in partnership with parents. Its procedures for child protection and ensuring pupils’ welfare are good. There is a strong recognition of multiculturalism across the whole curriculum and the school prepares the pupils well for life in an ethnically diverse society. Moral and social development are strongly supported by the high expectations of all adults in the school. High standards in art and design – which begin in the nursery – contribute very well to pupils’ cultural development. Although the

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curriculum is enriched by a number of out of school visits and visitors to the school, its provision of extra-curricular clubs is low for a school of this size. Failure to deliver aspects of the National Curriculum for information and communication technology is related to a lack of specific items of hardware which are now on order. Overall, this is a very inclusive school.

**HOW WELL THE SCHOOL IS LED AND MANAGED**

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong, clear and committed leadership. He is very effectively supported by the deputy head. Their influence has impacted very well on the quality of teaching.
How well the governors fulfil their responsibilities	The governing body has a very good understanding of the school's strengths and weaknesses. Governors are very supportive. They are aware of the school's current failure to deliver the full information and communication technology curriculum and are in the process of rectifying this.
The school's evaluation of its performance	There are effective systems in place for the school to monitor its performance and the development plan reflects the school's needs and aspirations well. However, weaknesses in provision for information and communication technology have not been remedied quickly enough.
The strategic use of resources	Good overall – money is spent appropriately and resources are matched to the school's needs.

As a result of the school's recent re-organisation, the senior management team is still under developed and restricted to the head and deputy. There are plans in place to extend it further in the near future. Subject co-ordinators also have a relatively under-developed role in monitoring teaching and standards in their subjects. Overall, however, all staff work very hard to ensure that standards are high and that pupils have a good quality of education. The school has a good regard for the principles of best value.

**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour is good.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• Their children are making good progress.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The school does not provide an interesting range of activities outside lessons.</li> <li>• Their children do not get the right amount of homework.</li> <li>• They are not kept well enough informed about how their children are getting on.</li> </ul>

The inspection team agreed with the strengths mentioned by the parents. It considered that extra-curricular provision was satisfactory overall, but that not enough clubs were provided for pupils. The provision of homework was judged to be satisfactory. Overall communication with parents is good, but there are weaknesses in the annual reports to parents as these do not always make it clear what their children have achieved in the different subjects of the curriculum.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards are well above average – particularly in English and mathematics.**

1. In the 2002 National Curriculum tests for pupils at the end of Year 2, results were very high in reading and writing and well above the national average in mathematics. Results have been well above average or very high in all three subjects for several years. In comparison with similar schools, a measure related to the percentage of pupils entitled to free school meals, the results were still well above average. Preliminary results from this year's tests indicate that these high standards have been maintained. A few years ago there was some parental uncertainty about local authority proposals for the re-organisation of schools in the area into primary and secondary, and for the abolition of the first/middle school system. At the time Bishop Gilpin was a first school. Many parents withdrew their children from the school to enter, for example, the private sector. This particularly affected the group which is now the school's first ever Year 6 as records indicate that most of the pupils who left would have been successful in their statutory National Curriculum tests (SATs). Significant proportions of the pupils who have entered the year group subsequently have English as an additional language – or have special educational needs. As a result of the quality of the teaching and provision, however, most of these pupils have achieved very well and current standards in English and mathematics are frequently well above average at the end of Year 6. Preliminary results of the recent SATs support this judgement. The results of non-statutory tests of the current Year 5 indicate that standards in this year group may well be even higher.
2. The pupils have many opportunities to discuss and debate across the curriculum. As a result, they listen with courtesy and interest to their teachers and to one another. Most are keen to contribute their own ideas and do so in an articulate way. Although reading was not a specific focus of the inspection, test results and lesson observations indicate that pupils throughout the school are interested in books and read very well for their ages. They have a good knowledge of the work of different authors and are able to express their various preferences. Year 2 pupils, for example, have a very good appreciation of the work of Michael Foreman, while pupils in Year 6 who are studying the Second World War story of 'Rose Blanche' successfully predict what might happen next in the narrative and write this down clearly. The pupils' love of books is very successfully promoted by the effective and enthusiastic way in which teachers regularly read stories to them. Pupils are given the opportunity to write for a wide range of purposes such as stories, poems, invitations and book reviews, and again reach well above average standards at the end of Year 2. In writing about the 'Magic Snowman', for example, most pupils have a good imaginative style. Their vocabulary is extensive and rich and they have a very good command of grammar and punctuation. From time to time, however, their presentation is not as good as it should be. In a Year 3 lesson, seen during the inspection, the pupils produced a good range of powerful adjectives to describe the feelings of the main character in the story 'The Man Whose Mother was a Pirate'. By Year 6, most of the pupils successfully write in paragraphs and use punctuation within sentences. They effectively describe, for example, their perception of the emotions experienced by a young German girl when she sees, for the first time at close quarters, some of the horrors of war. Most successfully write for an audience; for example writing a persuasive letter to their parents requesting them to take them on a treat to 'Legoland'.
3. Year 2 pupils successfully sort numbers according to two non-distinct criteria using a Venn diagram. They interpret tally and bar charts, appreciate lines of symmetry, know the properties of regular and irregular shapes, and successfully complete a wide range of problems involving money and numbers. In a Year 4 lesson seen during the inspection, the pupils were able to use a variety of different methods to successfully compute three-digit numbers and had a very good understanding of the angles represented by different hand positions on a clock. In a Year 5 lesson, a higher-attaining group of pupils used technical language with consummate ease when exploring reflective symmetry in regular polygons. Year 6 pupils can find fractions of numbers and shapes and many can order these with regard to numerator and denominator. They are aware of equivalence in fractions, understand negative numbers and can calculate the area and perimeter of simple and compound shapes. They are able to construct and interpret graphs and pie charts.

They successfully order decimals, calculate means and solve a range of complex mathematical problems.

**Teaching is very good and this is having a positive effect on the achievement of the pupils.**

4. Teaching was good or better in approximately nine out of ten lessons seen during the inspection. It was very good or better in half. One lesson was judged to be excellent. No unsatisfactory teaching was seen. There were examples of very good teaching at all stages of education in the school. A particular strength of the teaching at the school is the high expectations the teachers and other staff have of the pupils. This is one of the major reasons for the very good achievement made by the pupils. One example of this was a very good Year 5 mathematics lesson where, despite the fact that the pupils were already grouped according to attainment, the work given was very challenging and finely matched to the needs and aptitudes of different groups of pupils within the group. Another was a Year 2 science lesson where well-focused questioning drew the meaning of prediction and 'fair testing' from pupils. The methods employed by teachers are usually very effective. They are varied and ensure a very good pace of learning. There is a very good balance between whole class and group activities. Paired brain storming - involving, for example, 'talking partners' - is used to good effect. The effective use of 'whiteboards' to quickly show individual answers in mental mathematics sessions is another example. The National Literacy and Numeracy Strategies are implemented well and enhanced effectively by the teachers' own skills and enthusiasm. In several English lessons seen during the inspection, stories were read very charismatically which impacted very well on the interest of the pupils. On one occasion, the teacher introduced a book to her Year 6 class with the comment 'if you are not in tears by tomorrow I will eat my hat!' One particularly imaginative and effective strategy was in a Year 6 French lesson where the classroom was re-designated as an airliner and the pupils role played ground and cabin crew and passengers and 'flew' on holiday to Martinique – interacting with one another entirely in French. They thoroughly enjoyed the experience, which gave them the opportunity to practise their French in a near practical situation. Throughout the school pupils with special educational needs and those for whom English is an additional language are supported well and encouraged to contribute to discussions and other elements of lessons. This impacts effectively on the good and often very good progress that these pupils make.
5. The pupils are consistently well managed and this results in very good attitudes, behaviour and relationships at all levels. Discipline is positive and often good humoured. The views of the pupils are respected, which encourages them to express these readily. Where appropriate, the teachers use a good range of behaviour management strategies to keep the pupils focussed on their work. The positive approach of the teachers and other staff to discipline means that the pupils want to learn and to please them. Most lessons proceed at a very good pace. Examples of this include the introductory elements of literacy and numeracy hours – mental mathematics, for example, often being delivered at high speed and keeping the pupils very alert. However, in an occasional lesson a discussion is allowed to go on too long and a few pupils lose concentration. Most teachers plan thoroughly and this effectively informs the delivery of information and the development of pupils' skills. On-going assessment is used well to inform the direction of lessons. In a Year 6 mathematics lesson, for example, the teacher had amended the content as a result of an evaluation of what the pupils had achieved previously. Support staff are generally employed efficiently and contribute well to pupils' quality of learning and their achievement – for example when providing support for pupils with English as an additional language. Occasionally, however, some are under occupied during, for instance, the whole class introduction to numeracy lessons. Occasionally planning is too brief. There is also some inconsistency in the quality of marking, some being focused well on guiding pupils' future learning and some being restricted to a few words of praise.

**Provision for pupils' personal development – including their spiritual, moral, social and cultural development – is very good, and impacts very well on their attitudes, behaviour and relationships.**

6. All aspects of the provision for pupils' personal development are very good. There are strong moral codes in the school that are well reflected in a behaviour policy that is consistently enforced by all

staff. As a result the pupils behave very well, show care and respect for one another and have a very clear understanding of right and wrong. The pupils are courteous, kind and helpful to one another and to adults. They listen attentively when they are spoken to and are quick to respond to questions, showing a real eagerness to be involved in class discussions and share their ideas. Pupils in all year groups show very positive attitudes to learning. They like school and enjoy the work that they are provided with. They are keen to succeed and to please their teachers. Pupils of all ages are encouraged to carry out tasks to assist in class and around the school. Older pupils have a range of monitorial duties – such as helping during assemblies - and there are good links with younger pupils in paired reading between Years 3 and 6. The school council is a very active and positive feature that allows pupils of all ages a clear role in reviewing and shaping their own school community. It was instrumental, for example, in the recent formation of a house system which pupils have become very committed to.

7. The very good relationships that exist at every level in the school, and the very caring attitudes of all members of the school community have a deep and important effect on the spiritual development of the pupils, who are encouraged to grow and mature in a warm and supportive environment. At the end of a Year 5 mathematics lesson, for example, when the pupils launched into a lively and very enjoyable mathematics game based on multiplication tables, there was a real buzz of joy and excitement at participating in such lively fun together. The spiritual development of the pupils is greatly enhanced by good quality school assemblies and acts of corporate worship. During one assembly seen during the inspection, for example, hymns such as 'The Lord Your God Is With You' and 'As We Seek Your Face' were sung in a very serious and moving way. Within the theme of 'seeing is believing' – related to the New Testament story of 'Doubting Thomas' – the pupils were asked to consider whether there was someone in the room who 'could keep things in the air.' The local curate then proceeded to juggle! Prayers – accompanied by gentle piano music – further enhanced a very spiritual atmosphere.
8. Provision for cultural development is also very good. This is a very inclusive school and the various ethnic and cultural backgrounds of the pupils are respected and valued. For example, parents and their children helped to write a range of signs, greetings and instructions in their home languages that are displayed around the school. The values and faiths of different societies are explored and celebrated through music, art and design and religious education. Provision for art and design, in particular, contributes very well to pupils' cultural development and much of what is produced is of an above average standard. Year 1 pupils produce abstract pictures inspired by the work of Paul Klee and computer images in an aboriginal style. Year 2 pupils use a range of different techniques, including painting on wet paper, to construct pictures in an African vein. Year 4 pupils create still-life work after the style of Cezanne, Rangoli patterns, Paisley patterns inspired by mango leaves and a range of two and three-dimensional work – including fabric prints – based on traditional African designs. Work produced by Year 6 pupils includes well-executed paintings inspired by Claude Monet's 'Venetian Dusk' and Vincent van Gogh's 'Blossoming Apple Tree'.

**Provision for children in the Foundation Stage is very good, which means that they get a very good start to their schooling.**

9. The school has a large Foundation Stage – with two nursery and two reception classes. Most of the children have four or five terms in the nursery before entering the reception classes – although as the school is oversubscribed not all manage to do so. The provision is very well co-ordinated; it is well organised and the children are taught very well. As a result most achieve very well. Good induction procedures include new parents' evenings and open mornings – as well as home visits if these are deemed necessary. Planning is effective. It has full regard for the recommended Foundation Stage curriculum and involves both teachers and non-teaching staff such as nursery nurses and learning support assistants. As the children near the end of the reception year, methods become appropriately more formal to prepare them for the National Curriculum and, in particular, the literacy and numeracy hours. Assessment procedures are thorough. They include half termly targets and close tracking of progress.
10. In the nursery, there is a very well resourced and organised environment. Activities are highly practical, but also very purposeful and very well resourced. All adults provide a significant input to

the children's learning and take equal responsibility for different areas of learning. Provision is also very good in the reception classes and covers all the areas of learning well. The classrooms are well resourced and provide attractive learning environments. Creative play areas are used imaginatively and stimulate the children's learning well. Teaching ranges from good to excellent and is very good overall. The teachers and other staff have a very good understanding of the needs of these young children. They have high expectations of both behaviour and standards. From an early age the children are encouraged to be independent, which has a very positive impact on their personal, social and emotional development. Tasks provided are regularly matched to the needs of different children in the class, particularly in reception class mathematical development sessions. Planning is very well thought out and has due regard for children with special educational needs and those for whom English is an additional language. During one lesson seen during the inspection, for example, a child with very little English was given the opportunity to share artefacts from her own culture with the rest of the class – fully supported by her teacher who celebrated her contribution effectively.

11. Most children enter the school with above average attainment. They achieve very well and by the time they reach Year 1, most significantly exceed the early learning goals in most areas. Children in the nursery, for example, recognise different initial letter sounds and have generally well developed language skills. In the reception classes, higher attaining children are already completing written work normally associated with older pupils, while average attaining children complete sequential writing using phonetically correct spelling. Nursery children have a good understanding of two-dimensional shapes. Children in the reception classes can count forwards and backwards, add and subtract within 20 and can operate simple information and communication technology hardware. They have a good knowledge and understanding of science, realising, for example, that tigers eat meat and have stripes as a means of camouflage. Throughout the Foundation Stage, the quality of the art work is of a particularly high standard.

#### **WHAT COULD BE IMPROVED**

##### **Despite recent improvements, standards in and provision for information and communication technology are still not good enough.**

12. The co-ordinator for information and communication technology has held this post for just over a year. In that time he has had a major impact on the school's provision for the subject. He has observed some lessons and given verbal feedback to the teachers concerned. He has visited other schools to observe computer facilities and was deeply involved in the planning and equipping of Bishop Gilpin's own computer suite. Teachers have all had appropriate training in information and communication technology – but not all are yet confident in applying aspects of this and the monitoring of standards and teaching is still under developed overall.
13. The national guidelines for information and communication technology are the basis of the school's provision, with a commercial scheme being used to support planning in Years 3 to 6 and various approaches being employed in Years 1 and 2. The co-ordinator recognises the need for a consistent whole school approach. The pupils access the full National Curriculum – except for Year 6 where the pupils are not able to complete the control and modelling strand, as the school has not yet acquired the relevant equipment. This is due to arrive in time for the start of the new school year. Formal assessment procedures are limited to pupils' 'ICT Log Books' that contain samples of their work. This is insufficient. Information and communication technology is used successfully to support learning in some other subjects – including art and design, literacy and numeracy – but there is scope for this to be developed further.
14. Lessons seen during the inspection indicate that standards in information and communication technology are above average in Years 1 and 2. Year 1 pupils, for example, are able to key in instructions to make a programmable image move in different directions. Year 2 pupils understand why it is a good idea to use a data file to store information and create their own data files in a class book. They have well-developed mouse and keyboard skills – although some still need adult support to save their work and log off. Standards at the end of Year 6 are in line with the national average in those areas of the subject that they have access to. However, this is not high enough

for pupils with their potential. They can use spreadsheets, communicate information and interrogate data – but can not yet construct full multi-media presentations. Pupils' attitudes were good in one of the two lessons seen in Years 1 and 2, and excellent in the other. They enjoy the work and are sometimes very enthusiastic about it. Behaviour and relationships are both very good. Teaching was good in one of the lessons and very good in the other.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In the context of the school's many strengths, the governors, headteacher and staff should carry out the following action in order to raise standards and improve provision still further:

Continue to improve standards in and provision for information and communication technology by:

- a) increasing teachers' confidence in delivering the subject;
- b) ensuring that statutory requirements are fully met;
- c) establishing whole-school assessment procedures to inform planning for information and communication technology;
- d) establishing a rigorous system for monitoring teaching and standards in the subject.

(paragraphs 12 to 14)

The school has already identified further improvements in its provision for information and communication technology as a developmental priority.

**PART C: SCHOOL DATA AND INDICATORS****Summary of the sources of evidence for the inspection**

Number of lessons observed	26
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
Number	1	12	10	3	0	0	0
Percentage	4	46	39	11	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 one 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)	41	375
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

**Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	7
Number of pupils on the school's special educational needs register	2	40

**English as an additional language**

	No of pupils
Number of pupils with English as an additional language	70

**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	24

**Attendance****Authorised absence**

	%
School data	3.3
National comparative data	5.4

**Unauthorised absence**

	%
School data	0.4
National comparative data	0.5

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

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**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
	2002	33	24	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	24	24	24
	Total	54	54	55
Percentage of pupils at NC level 2 or above	School	95 (96)	95 (95)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	31	31
	Girls	24	24	24
	Total	53	55	55
Percentage of pupils at NC level 2 or above	School	93 (98)	96 (100)	96 (100)
	National	85 (85)	89 (89)	89 (89)

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

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	212	0	0
White – Irish	0	0	0
White – any other White background	30	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	13	0	0
Asian or Asian British – Pakistani	14	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	11	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	6	0	0
Chinese	8	0	0

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Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	16
Number of pupils per qualified teacher	27
Average class size	26.7

#### Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	334

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20
Total number of education support staff	3
Total aggregate hours worked per week	75
Number of pupils per FTE adult	12.6

*FTE means full-time equivalent.*

### 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	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### Financial information

Financial year	2002/03
	£
Total income	942049
Total expenditure	882444
Expenditure per pupil	2420
Balance brought forward from previous year	-28000
Balance carried forward to next year	11371

**Results of the survey of parents and carers****Questionnaire return rate**

Number of questionnaires sent out	456
Number of questionnaires returned	242

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1.5	0.5	0
My child is making good progress in school.	57	40	1	1	1
Behaviour in the school is good.	69	29	0.5	0.5	1
My child gets the right amount of work to do at home.	41	36	14	1	8
The teaching is good.	67	29	2	0.5	1.5
I am kept well informed about how my child is getting on.	45	40	11	3	1
I would feel comfortable about approaching the school with questions or a problem.	63	29	5	2	1
The school expects my child to work hard and achieve his or her best.	66	30	2	1	1
The school works closely with parents.	55	37	5	2	1
The school is well led and managed.	72	24	2	1	1
The school is helping my child become mature and responsible.	63	34	2	0.5	0.5
The school provides an interesting range of activities outside lessons.	34	36	19	4	7