

INSPECTION REPORT

**SAINT MICHAEL'S CHURCH OF ENGLAND
JUNIOR SCHOOL**

Chelmsford

LEA area: Essex

Unique reference number: 115197

Headteacher: Mrs V Boreham

Reporting inspector: Mr J Bald
17932

Dates of inspection: 28 – 29 January 2002

Inspection number: 194194

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior School
School category: Voluntary aided
Age range of pupils: 7 to 11
Gender of pupils: Mixed

School address: Barnard Road
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Chelmsford
Essex

Postcode: CM2 8RR

Telephone number: 01245 472682

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Appropriate authority: The governing body

Name of chair of governors: Mrs C Van Tromp

Date of previous inspection: May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Michael's Church of England Voluntary Aided Junior School is of average size. It has 237 pupils, with an even balance of boys and girls. Almost all pupils are white, but there is a very small number of pupils from African and Caribbean backgrounds. The school has no pupils learning English as an additional language. The proportion of pupils with special educational needs is broadly average, but some have very significant learning difficulties, and the proportion of pupils with statements of special educational need is above average. Standards reached by pupils joining the school range from well above to very low, and are average overall. The social and economic context of the school's work is also broadly average.

HOW GOOD THE SCHOOL IS

St Michael's Junior School is providing satisfactory education. Standards in work seen during the inspection were broadly average overall, and well above average in mathematics and art and design. Teaching is satisfactory, with some very good features, and leadership and management are good. Value for money is satisfactory.

What the school does well

- The school makes very good provision for mathematics and art.
- Pupils work very hard, behave very well and enjoy school.
- Leadership and management are good.
- All pupils feel included in the school's work, and their achievements are celebrated.
- Extra-curricular activities are very good.
- Support staff contribute very well to all aspects of the school's life and work.

What could be improved

- The teaching of writing, and of reading non-fiction, could be improved.
- In a significant minority of lessons, teaching does not meet the needs of all pupils in the class.
- Pupils need a broader knowledge and understanding of cultures other than their own.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected, in May 1997, pupils were reaching average standards in most subjects, teaching and learning were good, and the school was very well led and managed. The school has had a complete change in teaching staff since the last inspection, and has made satisfactory overall improvements to its work. The improvement in test results has been broadly average overall, but there has been very good improvement in mathematics, and significant improvement in provision for art and design. A computer network has been installed very recently, and has led to satisfactory improvement in information and communication technology, where pupils now reach average standards. On the other hand, weaknesses in the teaching of writing have been identified, but not yet tackled, and there has been little improvement in pupils' reading of non-fiction. Progress in provision for swimming has been too slow, but is now satisfactory. There has been very good progress in arrangements for ensuring that all pupils are included in the school's life and work. The headteacher, who had been in her post for just over two terms at the time of the inspection, has analysed the strengths and weaknesses in the school clearly. She has

addressed some, and made suitable plans to deal with the remainder. There is a strong sense of teamwork and shared purpose among all the adults in the school, and it is in a very good position to improve its work further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	B	B
mathematics	B	A	A	A
science	B	B	B	B

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

Results overall have been improving at a rate that matches the national trend, and there are no significant long-term differences in the achievements of boys and girls. The school sets well-considered targets for improvement, that take account of the likely achievement of pupils with special educational needs and also include good targets for pupils to reach, which are higher than the expected standard in national tests. The test results represent good overall achievement, and very good achievement in mathematics.

Standards in mathematics in work seen during the inspection were well above average, and reflected the school's good performance in national tests. Standards in English and in science, including experimental science, which is not included in national tests, were broadly average. These include experimental science, which is not assessed in the national tests. Standards in reading are above average, though pupils' use of reading for research remains weaker than their understanding of fiction. However, many pupils have weaknesses in organising their writing and in spelling. These reflect the serious literacy difficulties of some pupils with special educational needs and also some weakness in planning teaching to meet the needs of higher-attaining pupils.

Standards are well above average in art and design, and this results in beautiful displays of art around the school. Standards in other subjects sampled during the inspection were broadly average, but with good features in some music lessons and in pupils' knowledge of detail in history.

The achievements of pupils with special educational needs are satisfactory, and some individual pupils, including those with social as well as learning difficulties, are making excellent progress. The achievements of gifted and talented pupils are also satisfactory overall. The very small number of pupils from minority ethnic backgrounds reach broadly average standards, and their achievement is satisfactory. Overall, achievement in the school at the time of the inspection was satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils listen carefully, work hard, and co-operate very well with each other and with their teachers.
Behaviour, in and out of classrooms	Very good in lessons, around the school and in the playground. Pupils are polite, helpful and very quick in response to teachers' requests.
Personal development and relationships	Very good. Pupils are considerate and responsible, both within school and towards the community. They help each other and make friends.
Attendance	Well above average, with very good punctuality.

Pupils take part in learning activities outside the classroom with interest and enthusiasm – well over 80 attended a choir practice during the inspection, and sports clubs are very well attended.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

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 in mathematics is consistently good, and often very good. Teachers use an interesting range of resources and activities, including the computer suite, and plan learning well for all pupils. The teaching of numeracy skills across the school is very good. The teaching of English is satisfactory overall. It is very good in some lessons where computers are used well, and there is good teaching of poetry. However, there is some unsatisfactory teaching of writing, especially in classes with a very broad range of ability among the pupils, due to weaknesses in organising and presenting the work. There is good teaching of basic reading, particularly to lower-attaining pupils and those with special educational needs. Higher-attaining pupils read demanding fiction, but their use of non-fiction is underdeveloped, both in reading books and in using the Internet for research. There is some very good teaching of writing in subjects across the school, but in some classes too much is copied. Overall, the teaching of literacy is satisfactory but the teaching of writing is not consistent enough.

Teaching is very good, and at times excellent, in art and design. Teaching in other subjects is almost always satisfactory or good, but some teaching in science does not present enough challenge to higher-attaining pupils and some writing in science is not accurately marked. The teaching of the choir is excellent, producing lively, controlled and artistic singing at the end of the school day.

Learning throughout the school benefits greatly from pupils' very good attitudes, which help teachers to sustain a good pace of work. Learning in Year 6 benefits from flexible grouping of pupils for mathematics and English, which allows teachers to plan closely to meet specific needs. However, the range of learning needs in some classes is so great that planning becomes very difficult for teachers, and in some lessons pupils learn less than they should. Overall, the school's teaching meets the needs of all of its pupils to a satisfactory standard,

and there are good plans to improve it further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Very good for mathematics and numeracy, but weak provision for writing. Very good extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory. Specialist teaching is very good, but some work in lessons does not help pupils to learn effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Very good provision for moral and social development, good opportunities for reflection in lessons and assemblies. Pupils have a good introduction to their own culture, but their knowledge and understanding of other cultures needs to be broadened.
How well the school cares for its pupils	Very good attention to pupils' welfare, health and safety. Assessment procedures are satisfactory, but are not used consistently in planning.

The school is building a good relationship with parents. Co-ordination is very effective in art and design. Targets for pupils with special educational needs are clear and well balanced. Some targets to help other pupils improve their work do not set out clearly what they need to learn next and how they are to meet the target.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear and effective direction for the school, based on very good analysis and planning. In science and English, whole-school planning needs further improvement.
How well the governors fulfil their responsibilities	Well. The governors are in close touch with the school, understand its strengths and weaknesses, and give good direction.
The school's evaluation of its performance	Very good. All available information is studied in detail, and used effectively to determine priorities and set targets for improvement.
The strategic use of resources	Good. The school uses available funds well to raise standards and to promote the inclusion of all of its pupils.

The headteacher analyses results in exceptional detail, and uses the outcome well to brief staff and governors. She monitors teaching closely and effectively. There are good arrangements for the professional development of all staff, including newly-qualified teachers. There is a good balance of skills and experience among the teaching staff. All support staff have good qualifications and experience for their work. They contribute effectively to the management of the school as well as to its smooth running, and teaching assistants play a crucial role in ensuring that all pupils are included in its work. Resources are generally adequate, but the library has too few books to support advanced reading of non-fiction. The school is kept in good condition by the caretaker and his staff.

The school has recently set up very effective systems for consulting pupils and parents, including a school council and a detailed and well thought-out questionnaire for parents, the results of which have been used to develop planning. The school has good understanding of the principles of giving best value in its services and of obtaining value for money in purchases, and applies these well in strategic planning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good • Children are expected to do their best • Children behave well and become responsible • The school is managed well 	<ul style="list-style-type: none"> • Homework • Information on how well children are doing

Most parents expressed positive views. Inspectors agreed with most of them, though they found that more could be asked of higher-attaining pupils in some lessons. Homework during the inspection was well organised and of good overall quality. Inspectors and the school agree that there have been weaknesses in annual reports to parents, and the school is developing a new format for these.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school makes very good provision for mathematics and art.

1. Most pupils join the school having reached average standards in mathematics. They make very good progress, and standards in Year 6 are well above average. The proportion of pupils reaching the nationally expected standard is high, and two fifths exceeded this standard in the 2001 tests. Pupils with special educational needs do very well, and no pupils were more than one grade below the nationally expected standard in the 2001 tests. Teaching and learning during the inspection, and in analysis of pupils' work over the year, were consistently good and often very good.
2. Careful planning and co-ordination ensures that all teachers understand the National Numeracy Strategy and use it effectively. There is a boost to learning in Year 6, where flexible grouping of pupils according to their learning needs benefits both the highest-attaining pupils and those whose work is below average. Teachers use the school's computer suite very well, with well-designed additional materials to prompt those who need help and very effective support from teaching assistants. Teachers provide a very good range of opportunities for pupils to apply and develop their mathematical skills in other subjects, for example by using web graphs as part of their investigations in design and technology. Results in mathematics have shown a strong and consistent improvement since the last inspection, and this trend is continuing. Work in mathematics is a major strength of the school.
3. At the time of the last inspection, standards in art and design were above average. They are now well above average and a strength of the school. From Year 3 onwards, pupils learn to use a wide variety of media with increasing skill and confidence. Younger pupils during the inspection had produced beautiful displays of paintings of red poppies, had used simple art programs in the computer suite, and were beginning to make good use of their sketchbooks. Older pupils' work shows very good development of control of tone when drawing, and they use their sketchbooks very well to experiment with techniques and styles and to record direct observations. Pupils show a lively interest in the styles of famous artists, and had produced interesting variations on the style of L S Lowry, including some imaginative three-dimensional representations of themes from his paintings. In their study of Van Gogh, pupils had taken the theme of Sunflowers as an inspiration for pictures of 'moonflowers', which they had produced in beautiful tones of blue. Displays of these and other artwork help to create a pleasing and stimulating atmosphere for learning throughout the school.
4. Work in art contributes well to literacy, through pupils' evaluation of their own work and writing that seeks to capture the feelings expressed by artists. The subject also gives pupils wide experience of their own and other Western cultures. They design patterns in the style of William Morris, make vases in a range of styles from ancient Greece and imitate painting from ancient Egypt, all to a very good standard. There was, however, less evidence during the inspection of art inspired by cultures outside Western traditions. Some art-work also contributes to pupils' social development, as in a large, striking collage showing the effects of pollution on the earth.

Pupils work very hard, behave very well and enjoy school.

5. Pupils' very good attitudes to all aspects of school life are an important factor in their learning. The school ensures that all pupils are welcomed, and quickly uses its house point system to reward success. Pupils soon settle into a very good pattern of work in Year 3, listening to the teacher, working well together in groups and making sensible contributions to discussion. They are very quick to respond to requests from the teacher, and this saves much time during the school day as pupils move between activities. Boys and girls work well together, though some higher-attaining girls were not involved actively enough in discussion in mathematics. The progress of some pupils with social and behavioural difficulties is outstanding. One, who had been very reluctant to speak at all when she arrived in September, engaged visitors in conversation and greeted the headteacher with a polite 'Good morning, Mrs Boreham'. Pupils take an active part in the school's very good range of extra-curricular activities, and the large number who attended choir practice during the inspection sang with very good control as well as enthusiasm. Pupils play vigorously in the playground, but take care, and there are few accidents. Most complete homework conscientiously, and no misbehaviour of any sort was seen during this short inspection.

Leadership and management are good.

6. The complete turnover in the school staff has presented a new situation to the incoming headteacher, and limits the value of direct comparisons with management at the time of the last inspection. The headteacher had been in her post for two terms at the time of the inspection, and there had been no deputy headteacher for the first term of her appointment. The headteacher was faced with a pattern in teaching that had significant weaknesses as well as strengths. By the time of the inspection, she had used rigorous monitoring to establish a clear view of the strengths and weaknesses of teaching throughout the school, and had prepared a clear plan to address them. The new deputy headteacher, who has extensive experience of literacy, was appointed in the light of the specific work that needed to be undertaken, and was clearly and effectively briefed on his management responsibilities. At the time of the inspection, he had established a good relationship with his class and with his colleagues.
7. The headteacher has taken immediate action to improve computer facilities and to address the previously inadequate provision for swimming. She has consulted parents through an exceptionally detailed and well-designed questionnaire, and has incorporated their suggestions into the school development plan. The headteacher's analysis of the school's results, including that of patterns of progress between boys and girls, has enabled her to see strengths and weaknesses in learning beyond those shown by initial statistical analysis, and has been the foundation of her plans for improving the school. She has made substantial improvements in arrangements for professional development, including that of the newly-qualified teacher, and is addressing aspects of subject co-ordination, including planning for English and science across the school, that are preventing some pupils from achieving as much as they should.
8. As at the time of the last inspection, the governors are well organised and in close touch with the school. They receive regular reports from key members of staff, have a good programme of visits to classes, and provide a clear sense of direction within the school's Christian ethos. The governors manage finance well, allocating funds prudently and effectively to meet educational priorities, and have established a very good working relationship with the headteacher. With the headteacher, they have

established a strong sense of teamwork in the school that puts it in a very good position to improve its work further.

All pupils feel included in the school's work, and their achievements are celebrated.

9. The happy atmosphere and good relationships in the school are the result of careful planning and personal commitment on the part of all who work in it. The school does not tolerate poor behaviour, but provides very effective support to pupils whose behaviour is a potential threat to their own and others' learning. This includes close support from teachers, teaching assistants and other adults, very good targets for behaviour in individual education plans, and good use of the school's reward system, which is highly valued by pupils. No pupils had been excluded in the year prior to the inspection, and a pupil who had earlier been excluded for a short period was given effective support through a statement of special educational need, which included an effective behaviour plan. The very small number of pupils with minority ethnic backgrounds are fully involved in all aspects of the school's work, and their achievements are similar to those of other pupils in their classes. Racial harmony is very good and pupils make friends easily. Teachers use displays of work very well to celebrate pupils' achievements, both in their own classes and around the school.

Extra-curricular activities are very good.

10. Parents and pupils appreciate the range of clubs and other activities outside the classroom, to which teachers and some parents give a great deal of their time. There are clubs each night of the week after school, a weekly computer club, cycling proficiency training and a monthly church club. It was not possible to observe the full range of clubs during the two days of the inspection, but the football club was well attended, and the choir, which took place at the same time, had attracted over a third of all of the pupils in the school. The teaching in this session was excellent, with a good balance of training and singing exercises and music that was well chosen to engage and interest the pupils. The school takes part regularly in local competitions for girls and boys.

Support staff contribute very well to all aspects of the school's life and work.

11. All adults in the school know the pupils well and work very effectively to ensure that it provides the best education it can for them. Office staff, who had extensive experience of management before they joined the school, ensure that day-to-day running is very efficient, and make good contributions to management in areas where they have relevant skills. Teaching assistants have good knowledge and understanding of the curriculum and provide very good learning support, often teaching to the standard expected of a qualified teacher. Cooks and midday assistants ensure that food is attractively presented and that pupils play sensibly. The caretaker and his staff keep the school site in very good condition. This makes an important contribution to the learning environment and encourages pupils to treat their school with respect.

WHAT COULD BE IMPROVED

The teaching of writing, and of reading non-fiction, needs to be improved.

12. Standards in writing among pupils joining the school range from above average to very low, and this creates problems for teachers who have to provide for some pupils who write fluently and well and for others who are still in the very early stages of learning to write.
13. However, the teaching of writing throughout the school is not organised effectively to deal with this situation. While some teachers design writing tasks well, and allow pupils time to complete their work, much writing takes place in short time slots during the second half of the literacy hour. This does not give pupils enough time to carry out their work to a good standard. In some lessons, only higher-attaining pupils are asked to compose text for themselves, while others are given modified tasks that involve writing individual words or partial sentences. This leads to unsatisfactory learning for these pupils in the longer term, and leaves too much ground to be made up by booster classes in Year 6. Standards in writing during the inspection were also affected by a previous weakness in the teaching of spelling, and some older pupils were making an unacceptably high proportion of errors, even with basic words.
14. Teaching and learning are good, and sometimes very good, in individual classes. There is very good teaching of poetry to pupils in Year 6, and an anthology of their work shows ability to reflect on experience, imaginative use of language, and effective use of computers to present the work attractively. Pupils in Years 5 and 6 had produced good historical writing, for example in simulated reports from a Victorian Health and Safety inspector which caught the tone of nineteenth-century formal writing very well. Teachers are making effective use of the computer suite to interest pupils in writing, and go beyond word processing to explore issues of page layout and typography that enable pupils to produce good newspapers. There was some very good teaching of writing to pupils with statements of special educational need. One pupil who had been unable to do more than make marks on paper in September, with no recognisable letters, could write and spell simple words after just one term in the school.
15. This learning is not always built on in work in class. Some pupils with special educational needs do not understand the technical points that often take up the first half of the literacy hour, and are given learning objectives that are not clear to them, and which they often copy down inaccurately. Work in the literacy hour is better matched to the needs of higher-attaining pupils, who have sufficient skills to apply teachers' guidance. However, writing in other subjects, including science, does not challenge them to think hard enough and is often dictated. While some work is marked well, there are some serious errors in marking. For example, one pupil had entered television and computers as sources of natural light, and this had been ticked. Some individual targets for improving work, chiefly for higher-attaining pupils and for those with special educational needs, are clear and appropriate, but some are pitched at an unrealistically high level, and do not indicate what pupils most need to learn. Targets are not consistently reflected in teachers' planning and pupils' work.
16. The school teaches basic reading and the reading of literature effectively, enabling pupils to understand points that are not directly stated in the text. There has, however, been very little action to improve advanced reading of non-fiction for research and investigation, a weakness identified in the last the inspection report. The library has recently been audited, and outdated books have been removed, but, so far, very limited

steps have been taken to replace them. The school has too few books to enable higher-attaining pupils to read at a fully demanding level, and pupils do not have enough access to reading through computers and the Internet. The lack of opportunities to read at an advanced level contributes to the lack of challenge to higher-attaining pupils in some science lessons.

17. The school is in the early stages of developing an effective approach to these weaknesses. For example, the co-ordinator for English, the headteacher and deputy headteacher have identified the problem with spelling and have begun to tackle it in individual classes, but have not yet developed a clear system to be used across the school. Analysis of data from national tests in Year 6, and from voluntary tests in other years, has given a good indication of strengths and weaknesses. For example, while boys' results in national tests in Year 6 showed good improvement between 2000 and 2001, no boys reached higher than expected standards in writing. The school tackles this problem through good extension and booster classes in Year 6, but is not ensuring that higher-attaining pupils are building on the good standards that some of them have reached on entering Year 3. The examples of successful teaching of writing in individual classes show that pupils can achieve very good standards in writing when the teaching is effectively organised, and this puts the school in a good position to tackle the problem.

In a significant minority of lessons, teaching does not meet the needs of all pupils in the class.

18. Pupils in all classes have a very wide range of abilities and learning needs, and sometimes the gap between the highest-attaining and lowest-attaining pupils is exceptionally wide. For example, in one Year 3 class, some pupils' reading is at the standard expected in Year 6, while others are in the very earliest stages of learning about letters. Teachers are successful in meeting this challenge in mathematics and in other subjects that do not involve reading and writing, so that all pupils, for example, do very well in art. However, learning in many other subjects is held back by planning that does not provide effectively for the needs of either gifted and talented pupils or those whose attainment is below average. The flexible grouping of pupils in mathematics and English in Year 6 contributes to learning in Year 6, but this approach is not used in other year groups.
19. In the first half of the literacy hour, technical points are mostly clear to higher-attaining pupils, but not to those who are reaching average and below average standards. In the second half of the literacy hour, up to five separate tasks may be planned for one twenty-minute slot. This ensures that all pupils have work they can realistically attempt, but some tasks are not clearly related to the main theme of the lesson, and sometimes the variety of work is so great that it is not possible for the teacher to manage learning effectively. Teaching assistants help pupils to complete the work, and there was one good example of an assistant helping three lower-attaining pupils with the technical reading needed to help them understand the process of pollination. Overall, however, the literacy hour is not consistently meeting the needs of significant numbers of pupils, and the contribution to learning of each part of the lesson is not evaluated closely enough.
20. In some other subjects, notably science and history, higher-attaining pupils are learning some topics to a very good standard, but achieving less well on others. In science, pupils reach very good standards in understanding electricity, making good use of very clear information stored on the computer. They do not reach the same standard in their work on magnetism, as the range of resources used is too narrow and further

resources available on the Internet are not tapped. In history, higher-attaining pupils are not consistently required to think at the levels required by the more demanding provisions of the National Curriculum. In one lesson, for example, all pupils examined an interesting range of Tudor objects, but there were no opportunities for higher-attaining pupils to use additional sources of information to assess their importance.

Pupils need a broader knowledge and understanding of cultures other than their own.

21. Pupils encounter other cultures in a range of lessons, and learn to treat them with respect, for example by using the effects produced by African and South American instruments well when composing music. However, they do not receive a planned and systematic introduction to non-western cultures, and opportunities to extend the range of their understanding are missed in some subjects, even where other aspects of the work are very good. For example, pupils learn to understand and use the techniques of a very broad range of artists, but non-European art is under-represented. As a result, the school is not consistently building up pupils' understanding of the range of cultures represented both in modern British society and in the wider world.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The school has identified the areas of its work that need to be improved, and has begun to take action to remedy them, both in planning and in practice. All of the following points are represented, in whole or in part, in the school development plan. The headteacher and governors should pay particular attention to the following points:

- (1) Improve the teaching of writing, and of reading non-fiction, by:

- developing a consistent approach to the design of tasks for writing;
- ensuring that pupils have time to complete work to a good standard;
- focusing marking, assessment and target setting more closely on pupils' needs;
- extending and developing the reading of demanding non-fiction texts. (Paragraphs 12 – 17).

- (2) Ensure that the needs of all pupils are more consistently met in teaching, by:

- using the higher levels of the National Curriculum in planning work for higher-attaining pupils in all subjects;
- clarifying planning, so that work for all pupils is manageable;
- making more consistent use of computers to promote learning. (Paragraphs 18 – 20).

(3) Improve pupils' understanding of other cultures, by:

- planning systematically for cultural development;
- ensuring that all major cultures in modern society are represented.
(Paragraph 21).

Additional point to be considered in the action plan.

(1) Develop the library to provide effective support for learning across the school.
(Paragraph 16).

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	4	9	9	3	0	0
Percentage	4	15	35	35	12	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	237
Number of full-time pupils known to be eligible for free school meals	26

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.9

Unauthorised absence

	%
School data	0.6

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	25	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	25
	Girls	22	20	20
	Total	45	45	45
Percentage of pupils at NC level 4 or above	School	88 (78)	88 (86)	88 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	25
	Girls	21	20	20
	Total	44	45	45
Percentage of pupils at NC level 4 or above	School	86 (75)	88 (84)	88 (83)
	National	72 (70)	74 (70)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	234
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9.9
Number of pupils per qualified teacher	23.9
Average class size	29.6

Education support staff: Y3 – Y6

Total number of education support staff	10.4
Total aggregate hours worked per week	170

FTE means full-time equivalent.

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.

Financial information

Financial year	2000-2001
	£
Total income	501,368
Total expenditure	486,289
Expenditure per pupil	1,985
Balance brought forward from previous year	303
Balance carried forward to next year	15,382

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	56	2	0	0
My child is making good progress in school.	38	52	7	1	2
Behaviour in the school is good.	32	59	5	0	4
My child gets the right amount of work to do at home.	19	58	15	5	3
The teaching is good.	36	56	5	0	3
I am kept well informed about how my child is getting on.	27	52	18	1	2
I would feel comfortable about approaching the school with questions or a problem.	46	44	9	2	0
The school expects my child to work hard and achieve his or her best.	51	46	1	1	1
The school works closely with parents.	25	57	10	4	4
The school is well led and managed.	46	41	4	1	8
The school is helping my child become mature and responsible.	44	48	6	1	2
The school provides an interesting range of activities outside lessons.	48	42	8	3	0