

INSPECTION REPORT

AUCKLEY JUNIOR and INFANT SCHOOL

Auckley, Doncaster

LEA area: Doncaster

Unique reference number: 106714

Headteacher: Mr. R.V. Cuell

Reporting inspector: Mrs. M. Graham
21235

Dates of inspection: 4 - 6 April 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	School Lane Auckley Doncaster
Postcode:	DN93JN
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs. S.Jones
Date of previous inspection:	November 14 th 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Auckley is a junior, infant and nursery school in a village six miles to the east of Doncaster. There are two hundred and seventeen full- time and sixty part- time pupils between the ages of three and eleven. Forty per cent of the pupils are from villages outside the school's catchment area. The school is organised into seven single year group classes.

Five per cent of the pupils are eligible for free school meals which is well below the national average. The children start nursery at the beginning of term following their third birthday and transfer to the reception class at the beginning of the year in which they become five. Their attainment on entry covers a wide range but is generally average. There are five pupils with statements of special educational need and seven who require support from external agencies. The school has identified eighteen pupils who require additional support within school. There are six pupils who speak English as an additional language.

HOW GOOD THE SCHOOL IS

Auckley is an effective school. The teaching is good and the pupils attain high standards. The school is well led. The governing body and headteacher have a clear vision of what needs to be done to ensure further improvements. The school provides good value for money.

What the school does well

- The results of the national tests show that the pupils attain standards that are well above average at the end of both key stages.
- Overall the teaching is good with seventy six per cent of the lessons observed being good or better and twelve per cent judged to be excellent.
- The pupils have very positive attitudes to their learning and they work hard.
- The pupils' spiritual, moral, social and cultural development is promoted well.
- The school is well led and managed by the headteacher, governing body and senior management team.

What could be improved

- The quality of teaching could be raised to the level of the best.
- Parents could be provided with more information about how the school teaches reading, how budget decisions are made and how individual teachers use homework.

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 good progress since the last inspection in November 1994 and has continued to improve. Over the last three years the pupils have consistently achieved above average results in the national tests. The school continues to develop the priorities identified in the School Development Plan. The child protection policy and procedures are in place. Work has been improved in technology in Key Stage 2 and throughout the school in information technology. The school has successfully developed the range of resources to support the needs of less able pupils. Management and curriculum roles and responsibilities have been reviewed and there is now a more effective management structure in place. Co-ordinators have been provided with opportunities to carry out their monitoring roles more effectively although progress with this has been slowed due to staff changes and illness. There are now effective strategies for evaluating the effects of spending decisions. The governing body is clear about how and why it uses money to raise standards but does not share this information with the parents.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	Wellabove average A Above average B Average C Below average D Well below average E
Mathematics	A	A	A	A	
Science	A*	A	A	A	

The test results are high and the school is meeting its targets. Inspection evidence confirms these high standards although this year, due to the number of pupils with special educational needs in Year 6, the percentage of pupils whose work is above the national average is lower than in previous years. Standards in reading, writing, mathematics and science are above average. The pupils' speaking and listening skills are good, they are skilled at writing and they use their mathematical skills effectively to solve problems.

In the national tests for seven year olds, the pupils achieve well above average results. When they enter the school they have a wide range of abilities and their attainment is average. The school builds on this very effectively and all the pupils, including those with special educational needs, make very good progress with reading, writing and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school and are eager to learn. They work well with the teachers and support staff to plan and organise their work and they become confident and independent learners.
Behaviour, in and out of classrooms	Very good. The pupils behave very well in lessons and at other times. They are friendly, kind and courteous.
Personal development and relationships	The pupils' personal development is good and they are willing to accept responsibility. They have good relationships with the adults and with each other.
Attendance	Very good.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and is a major factor in enabling the pupils to make good progress. Teaching was excellent in twelve per cent of the lessons, very good in four per cent and good

in sixty percent. Of the rest, twenty per cent was satisfactory and four percent was unsatisfactory. Good teaching was observed in all the classes. The very good teaching was seen in Year 3 English. The excellent teaching was seen in English in Year 6 and in mathematics in Years 2 and 6. The setting of targets for groups and individuals is very effective in raising standards and improving the quality of learning. In almost all of the lessons the needs of all the pupils were met very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has an appropriate emphasis on literacy and numeracy. It is well balanced between basic skills in English, mathematics and science and a wide range of interesting activities in other subjects. Visits and visitors are used very effectively to enhance the pupils' experiences and extend their understanding.
Provision for pupils with special educational needs	Very good planning, teaching and support enable the pupils to make good progress.
Provision for pupils with English as an additional language	The pupils are well established in their use of English when they enter the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' personal development. Collective worship, art and music are used well to enhance spiritual development. The pupils are taught right from wrong, to respect the needs of others and to consider the appropriate balance of freedom and responsibility. The pupils appreciate many cultural traditions.
How well the school cares for its pupils	The school takes good care of the pupils. There are effective procedures for ensuring their safety and well being and for monitoring their personal and academic progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed by the head teacher and the senior management team. They have a clear vision for the life and work of the school.
How well the governors fulfil their responsibilities	The governing body fulfils all of its responsibilities and is very supportive of the school. It keeps itself well informed about the life and work of the school and the standards attained.
The school's evaluation of its performance	Good analysis of the school's strengths and weaknesses.
The strategic use of resources	The teachers, support and clerical staff are well deployed to support the pupils' learning. Resources are used well and the principles of best value are applied. The budget surplus of preceding years has been used prudently to enhance provision and is now at a more reasonable level. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school, they make good progress and achieve high standards.• The school has high expectations of achievement and behaviour.• The children are being helped to become mature and responsible.• The teaching is good.	<ul style="list-style-type: none">• The information they receive about their child's progress.• A consistent approach to homework• The school working closely with the parents• Explanations about the budget surplus.• The range of activities outside lessons.

Thirty-three parents attended the pre-inspection meeting and fifty-eight per cent of the questionnaires were returned. From the questionnaires, letters and comments, it is evident that the vast majority of the parents support the school and a significant minority has concerns. The inspectors share the parents' positive views of the school and understand some of their concerns. There is ample evidence that: there is a range of meetings and an appropriate amount of information sent to parents about their child's work and progress;

parents' views have been sought about the home-school agreement, homework and behaviour policies and there are opportunities for them to take an active part in the life of the school;

there is an appropriate amount of work for the children to do at home and a reasonable range of extra-curricular activities for the pupils in upper Key Stage 2.

The school could work more closely with the parents by providing more information about:

the way the school teaches reading;

the ways in which budget decisions affect the children's education;

each teacher's expectations for homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The results of the national tests show that the pupils attain standards that are well above average at the end of both key stages.

1. The pupils attain high standards in English, mathematics and science. Against all schools nationally and those with a similar intake, Auckley is well above average. In addition to these achievements, the percentage of pupils reaching the higher Level 5 was well above the national average. Compared with schools nationally during the years 1996-1999 the pupils' performance is equivalent to an advantage of three terms' progress. The Year 6 pupils achieve high standards in their writing and they can write for a variety of purposes including reports, poetry, play scripts and persuasive writing. There are examples of mature and thoughtfully constructed arguments about a range of topical and environmental issues and some very sensitive descriptions of Van Gogh's painting of the 'Café terrace at night'. In mathematics the pupils are confident in using the four mathematical operations and in applying them to solving problems. There is an appropriate emphasis on the teaching of English and mathematics within a broad and balanced curriculum. There are planned opportunities to extend literacy and numeracy in the other subjects. In history, in Year 5, the pupils present their studies of the Tudors in a variety of reports and displays. In science the pupils write well-structured reports about their investigations and record the information in charts and graphs. The high standards are as a result of careful planning and targeting of the work in Key Stage 2. Funds, including 'booster' money, are used effectively to provide additional staff for English and mathematics. The pupils make very good progress in these smaller groups.
2. In the years 1996-1999 the national test results for the seven year olds in reading, writing and mathematics were well above average. The pupils make good progress in the nursery and this continues throughout Key Stage 1. In the reception class the children recognise the letters of the alphabet and the sounds that they make and most are beginning to use a combination of letters and sounds as a way of reading unfamiliar words. By Year 2 they read confidently and enjoy books. They can use complex sentences in their writing, have a good understanding of punctuation and how to spell common words. In Year 2 they are working confidently with numbers up to one hundred and can choose the appropriate method when solving problems involving the four operations.
3. In both key stages the pupils achieve high standards in speaking and listening. In Years 5 and 6 the pupils can debate in a mature way. They listen carefully to their teacher and other pupils' points of view and make relevant contributions to discussions. A good example of this was when the Year 5 pupils were studying the Rudyard Kipling poem about smugglers. They were able to discuss issues from the view of the excise men and the smuggler's child.
4. Throughout the school the pupils are aware of the teachers' high expectations of work and behaviour and this has a significant impact on the high standards attained. The school has effective systems for assessing the pupils' work, judging their progress and identifying what they need to do next. This impacts on the high standards achieved. The pupils who need extra help are supported very effectively and they make good progress. Clear targets are set that take full account of their special needs.

Overall the teaching is good with seventy six percent of the lessons observed being good or better and twelve percent judged to be excellent.

5. The pupils benefit from the good teaching that was observed in all the classes. Teaching was excellent in twelve per cent of the lessons, very good in four per cent and good in sixty percent. Of the rest, twenty per cent was satisfactory and four percent was unsatisfactory. All the teachers have high expectations of what the pupils can achieve and this contributes to the high standards of work and behaviour. The teachers plan the lessons well and they are clear about what it is that the pupils

are to learn. The scrutiny of the pupils' work and their positive attitudes to their learning are evidence of the high standards of teaching over a period of time.

6. Good teaching is seen in the nursery and reception class where the early skills of literacy and numeracy are taught well to the children under the age of five. The nursery and reception teachers plan learning opportunities to develop the children's language skills. They use a good balance of praise and instruction to manage the children's behaviour and to promote their social and personal development. They ask appropriate questions to extend the children's understanding and to monitor their progress. Their planning covers all of the required areas of learning and there are appropriate opportunities for the children to investigate, experiment and use their imagination.
7. The pupils are in mixed ability classes and then re-organised into ability groups to enable the teachers to match the work more closely to their needs, particularly in English and mathematics. The teachers use these arrangements well. The lessons move at a brisk pace, no time is wasted and there is a good deal of purposeful activity. Throughout the school the teachers' questions, clear explanations and good use of appropriate vocabulary help to improve the pupils' listening skills and extend their spoken language. The pupils' confidence increases because the adults value what they say. They are given time to speak and clarify their ideas.
8. The teachers have a good knowledge and understanding of the subjects they teach and there is an appropriate emphasis on the teaching of literacy and numeracy. The implementation of the National Literacy Strategy has been led effectively. There is an appropriate balance of whole class, group and individual teaching and opportunities for the pupils to become independent in their learning. The mathematics co-ordinator has been very effective in implementing the National Numeracy Strategy and has recently been named by the Local Education Authority as a leading mathematics teacher. In the very good English lesson in Year 3, the excellent English lesson in Year 6 and excellent mathematics lessons in Years 2 and 6, the teachers demonstrated excellent subject knowledge and provided challenging work for all the pupils. They were imaginative in their presentation and their enthusiasm captured the pupils' interest. They were skilful in their questioning to assess the pupils' understanding and made good use of the discussions to extend the pupils' learning. In a good Year 1 English lesson about double consonants at the end of words, the pupils were supported in identifying their errors and then using them to move their learning forward. Teaching was good in a Year 5 lesson where the teacher's imaginative presentation inspired the pupils to explore the ways in which a poet had chosen words to describe characters and set a scene. In a good Year 4 English lesson the teacher was very clear when explaining how to write non-chronological reports. She clarified the pupils' misunderstandings and was sensitive when dealing with their uncertainties. In the most successful lessons the plenary is used well to review the teaching points and to give the pupils opportunities to discuss their learning.
9. The teachers make great efforts to know the pupils well. They have clear ideas of their strengths and weaknesses and appropriate expectations of what they are capable of achieving. The teachers focus on what the pupils are learning and this enables them to assess their attainment and to plan for them to make progress. They plan work that is suited to individual needs and provide interesting and imaginative activities to encourage the pupils' participation. Very good use is made of information from tests to form ability groups in English and mathematics, to provide differentiated work for the groups and to monitor the pupils' progress. In most classes the work is marked regularly and the teachers' comments contain praise and encouragement. In some subjects this is extended to include written guidance on how the work might be improved but the quality of the marking is inconsistent across the school. All the teachers give good oral feedback to the pupils and encourage them to identify their own mistakes and how they might improve their work.
10. The teaching of pupils with special educational needs is good throughout the school and good use is made of the classroom assistants to support them. They benefit from a good balance of whole class teaching, small group work and individual attention to their areas of difficulty.

11. The teachers have a firm but respectful approach to the pupils and expect good behaviour and courtesy from them. All the members of staff show a genuine concern for the pupils. They support those with difficulties, praise good behaviour and hard work and encourage harmonious relationships. This has a positive effect on the pupils' attainment and progress. There are limited opportunities for the staff to share good practice but they support and encourage each other and this contributes to the school's positive ethos.

The pupils have very positive attitudes to their learning and they work hard.

12. The pupils have very positive attitudes to their learning. They are eager to come to school and attendance is very good. In the nursery and reception classes the children are enthusiastic about their work. They concentrate and persevere to complete tasks such as handwriting, painting and number games. They begin to form friendships with other children and can work and play together. In this secure, happy and caring environment they develop positive attitudes and quickly gain in confidence. The school builds on these positive experiences and in all the classes the pupils concentrate and work hard. They are keen to learn and want to improve their performance. In the vast majority of lessons the pupils are willing to answer questions and to try their best even if they are unsure of the answer.
13. The pupils have confidence in the teachers who make great efforts to enhance their self-esteem and enjoyment of learning. They know that the teachers will listen to them and support them to overcome their difficulties. Several pupils commented that if they do not understand something the teachers will not tell them the answer but will help them to work it out for themselves. The pupils co-operate well with the teachers to plan and organise their work and they become confident and independent learners. The parents agree that the school expects the children to work hard and do their best.

The pupils' spiritual, moral, social and cultural development is promoted well.

14. The provision for the pupils' spiritual, moral, social and cultural development is promoted successfully through the curriculum and in all aspects of school life. The ethos of the school reflects a purposeful community where the pupils are valued and every effort is made to raise their self-esteem.
15. The pupils' spiritual development is promoted effectively. During collective worship and prayer the pupils have opportunities for thoughtful reflection. Music and art are used thoughtfully and the teachers provide opportunities for the pupils to express their feelings in a safe and supportive environment. The headteacher led an assembly during which four pupils from Year 6 read poems they had written about spring and the renewal of life. Their writing was mature and during their reading they were poised and confident in expressing their feelings in front of a large audience. Throughout the school the teachers display the pupils' work in thoughtful and imaginative ways to show that it is valued and appreciated. The school grounds and local environment are used well so that the pupils can express their wonder at the life cycles of plants, birds and creatures. Year 2 pupils take care of the garden they have created and appreciate the natural world.
16. The pupils are taught how to distinguish right from wrong and there are clear procedures in place to promote good behaviour. All the adults in the school are involved in promoting good discipline. They are good role models for the pupils and this has a positive effect on the good standards of behaviour. From the nursery to Year 6 the pupils' behaviour is very good and this has a positive impact on their learning. They come into school sensibly and move calmly and responsibly around the building. They listen attentively to their teachers and concentrate on their work. The pupils understand the school's rules and know that high standards are expected of them.
17. The pupils' social development is promoted effectively. The teachers provide many opportunities for the pupils to develop self-confidence and the skills of working co-operatively. During mid-morning and mid-day breaks their play is generally friendly and many of them collaborate in a

range of games. Boys and girls relate well to each other. Behaviour is very good in the dining areas and lunch- time is a pleasant experience.

18. There are good relationships and mutual respect between the pupils and the adults. The pupils are friendly, kind and courteous and set out to be helpful to adults and each other. The pupils are respectful of other peoples' feelings and opinions. This was particularly evident in mathematics lessons where the pupils accept that mistakes are part of learning and during English lessons when pupils express their own points of view.
19. The cultural development of the pupils is well promoted through a variety of planned experiences. The major Christian festivals are celebrated and the pupils appreciate and understand their significance. They have enjoyed visits from theatre groups and dancers. The pupils study the work of famous artists and musicians and this helps them to learn about other cultures and traditions which contributes significantly to their development. They learn about the major religions of the world and they are beginning to develop an appropriate understanding of life in a multicultural society. The teachers arrange visits to places of historical interest and provide the pupils with opportunities to perform and play musical instruments. Through these experiences the pupils increase their knowledge and understanding of their own cultural heritage.
20. The parents support the school's policies and consider that good standards of behaviour are promoted and that the school is helping the children to become mature and responsible.

The school is well led and managed by the headteacher, governing body and senior management team.

21. The leadership and management of the school are good. The governing body, headteacher, and senior management team provide the school with a clear vision, clear educational direction and common purpose. Everyone works well together for the benefit of the pupils. They are committed to raising standards and creating an effective learning environment in which all of the pupils are valued and encouraged to do their best. There are high expectations and a very good ethos for learning. The school has made good progress in overcoming the weaknesses pointed out in the last inspection. There is a commitment to improvement through review of practice and performance and the school is well placed to make further improvements.
22. The governing body is very supportive of the school. The chairman and headteacher meet regularly, several members of the governing body visit and some work alongside the teachers and the pupils. These visits and the headteacher's reports enable the governing body to be kept well informed. The governing body has established an effective committee structure and is actively involved in monitoring the curriculum, finances and health and safety issues. This enables it to use the expertise of individual members and make best use of time.
23. Parents expressed concern that, over the last few years, there has been a large budget surplus. Inspection evidence shows that uncertainties about proposed building projects and consequent uncertainties about the numbers of pupils on roll have influenced the governing body's cautious approach to spending. These issues are now resolved and the surplus is being reduced to a more reasonable level. Now that the finance committee is more established and confident about its role it is well placed to share with the parents the information about the budget and the ways in which budget decisions affect the children's education.
24. The headteacher and English and mathematics co-ordinators have observed lessons and provided feedback to the teachers on the quality of teaching and learning throughout the school. This programme could now be usefully developed and each teacher provided with opportunities to observe teaching in other classes. The roles of the subject co-ordinators and members of the senior management team have improved since the last inspection and are now well developed. They manage curriculum planning and ensure that the teachers are supported and advised. The teaching plans and assessment outcomes are

carefully monitored and samples of the pupils' work are scrutinised. Very good use is made of information from tests to form ability sets in English and mathematics and to provide differentiated work for the groups within the sets. Pupils' progress is monitored to ensure that individual needs are being met and that the pupils are working in the appropriate group. The management of the information technology curriculum has improved since the previous inspection and is now satisfactory.

25. The strong leadership ensures that school's aims and values are known and promoted by the pupils and the staff. The school is well ordered, with high expectations of what the pupils can achieve and how they should behave within a caring community.

WHAT COULD BE IMPROVED

The quality of teaching could be raised to the level of the best.

26. The overall quality of teaching is good with some that is satisfactory, some that is very good and some that is excellent. Good teaching was observed in all the classes. In order to raise the quality of teaching to the level of the best in all of their lessons the teachers now need to refine their practice rather than make changes to method or style. There is a great deal of expertise within the school and opportunities should be made for teachers to observe each other teaching and to share the very best practice. For example, the Year 2 teacher has been named by the Local Education Authority as one of the leading mathematics teachers in the area and her lessons are to be observed by teachers from other schools. These opportunities should also be available to her colleagues at Auckley. Alongside this there needs to be further development of the monitoring of teaching and learning by the headteacher and the senior management team. Information from observations should be studied by all the teachers and used to make teaching at least good in all lessons.

Parents could be provided with more information about how the school teaches reading, how budget decisions are made and how individual teachers use homework.

27. The parents indicated that they are dissatisfied with the information they receive about their child's progress. They are also concerned that the school does not work closely with the parents. Inspection evidence indicates that there are regular meetings and reports and an appropriate amount of information is sent to parents about their child's work and progress. Additionally the teachers are available before and after school on most days to talk to parents about any issues or concerns. There is also ample evidence that there are many opportunities for parents to take an active part in the life of the school and that their views have been sought on issues such as the home-school agreement, homework and behaviour policies. However, the school could work more closely with the parents by providing more information and opportunities for them to become aware of how the school teaches reading. When introducing the National Numeracy Strategy the school held a very useful meeting for the parents during which the teachers explained the new approaches. There was no meeting to explain the introduction of the National Literacy Strategy. Consequently the parents are concerned about the changes made to the school's approach to the teaching of reading, particularly the guided and group reading arrangements during the Literacy Hour.
28. Parents are also concerned about the budget surplus accrued in previous years. Inspection evidence shows that, due to proposed building projects and uncertainties about the number of pupils on roll, there has been a cautious approach to spending. Now that these issues are resolved the governing body and headteacher are well placed to share more information with the parents about how money is allocated to the school and the ways in which budget decisions affect the children's education.
29. Although parents were consulted fully about the homework policy they expressed concern about inconsistencies in its implementation and also about how the work is marked. Inspection evidence indicates that individual teachers use homework for a range of purposes. In Year 6, for example, the pupils were required to investigate the use of metaphors. The following day the teacher and the pupils used this in a poetry lesson. They discussed how poets use particular forms of language to create mood and atmosphere but it was not necessary for the homework to be marked. The school

should now make it clear to the parents why the pupils are being asked to do work at home and how it will contribute to their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now

- 1) Raise the quality of the teaching to the level of the best by:
extending the programme for monitoring and evaluating teaching and learning;
providing all the teachers with opportunities to share good practice.
- 2) Provide the parents with more information to enable them to become more aware of:
the school's approach to the teaching of reading;
how budget decisions are made and how they affect the children's education;
how homework is used in individual classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	4	60	20	4		

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)	60	217
Number of full-time pupils 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	0	5
Number of pupils on the school's special educational needs register	4	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4	School data	0
National comparative data	5.6	National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	18
	Girls	14	14	14
	Total	29	21	32
Percentage of pupils At NC level 2 or above	School	91(89)	97(90)	100(93)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	16
	Girls	14	14	14
	Total	31	32	30
Percentage of pupils At NC level 2 or above	School	91(90)	94(94)	94(93)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	10	21	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	21	19	21
	Total	29	28	31
Percentage of pupils at NC level 4 or above	School	94(85)	90(91)	100(91)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	20	16	14
	Total	28	25	23
Percentage of pupils at NC level 4 or above	School	90(76)	81(73)	74(79)
	National	68(65)	69(65)	75(72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	5
Bangladeshi	
Chinese	
White	211
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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)	7.2
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: YN – Y6

Total number of education support staff	6
Total aggregate hours worked per week	122.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	99
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	£
Total income	407,775
Total expenditure	402,804
Expenditure per pupil	1,692
Balance brought forward from previous year	67,544
Balance carried forward to next year	72,515

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	277
Number of questionnaires returned	162

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	49	3	1	
My child is making good progress in school.	48	42	5	2	3
Behaviour in the school is good.	32	57	6		5
My child gets the right amount of work to do at home.	34	44	15	4	2
The teaching is good.	46	46	4		4
I am kept well informed about how my child is getting on.	28	46	20	4	1
I would feel comfortable about approaching the school with questions or a problem.	49	44	5		2
The school expects my child to work hard and achieve his or her best.	51	42	4		2
The school works closely with parents.	27	49	19	1	3
The school is well led and managed.	31	56	12	1	1
The school is helping my child become mature and responsible.	36	56	2	1	4
The school provides an interesting range of activities outside lessons.	16	27	29	9	19

Other issues raised by parents

Parents queried the reasons for the annual budget surplus.