

# INSPECTION REPORT

## **FARLEY HILL PRIMARY SCHOOL**

Farley Hill

Reading

LEA area: Wokingham

Unique reference number: 109829

Headteacher: Mrs L Marshall

Reporting inspector: Robin Thelwell  
20977

Dates of inspection: 7<sup>th</sup> February 2000 – 9<sup>th</sup> February 2000

Inspection number: 182353

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Road Farley Hill Reading
Postcode:	RG7 1UB
Telephone number:	0118 9732148
Fax number:	0118 9731549
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Dennis
Date of previous inspection:	21 <sup>st</sup> – 24 <sup>th</sup> November 1994

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in a rural setting, approximately ten miles south of Reading. It serves the village of Farley Hill and a number of surrounding villages. In addition, it receives pupils from service families based at the nearby Arborfield garrison. Nearly all pupils come from owner-occupied homes.

At present, 193 pupils attend school full-time. A further 12 children under five attend the reception class part-time. There are seven classes whose average size is 28. Children join the school in the September or January before their fifth birthday, depending on their date of birth. Baseline assessment on entry shows that whilst nearly all have levels in line with what is expected for their age, a third have levels above expectation.

The school has identified 25 pupils as having special educational needs. This represents 13 per cent of those on roll, and is below the national average. One pupil has a statement of special educational needs allocated under the terms of the DfEE Code of Practice<sup>1</sup>. Two per cent of pupils are eligible for free school meals; this is well below average. Whilst five pupils have English as an additional language, none have additional support as they are proficient in English. During the inspection two classes were taught by temporary teachers. The headteacher is in her second year since appointment. The school benefits from an active school association that gives valuable financial support.

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

Farley Hill Primary is a very effective school with no major weaknesses. The quality of teaching is good, and pupils achieve high standards. When compared with attainment on entry, this represents appropriate added value in terms of pupils' achievement. The headteacher, staff and governors work very well as a team, and have successfully provided, in line with their aims, 'a stimulating, supportive environment with a happy atmosphere, where a high quality of teaching takes place. Everyone is valued and welcomed, and work together and communicate to build positive relationships. The school aims to enable all individuals to reach their full potential, and become caring and responsible citizens'. The unit cost per pupil is average, and the school gives good value for money.

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

- Pupils have very good attitudes to learning. They behave very well, and get on well with each other.
- The headteacher provides excellent leadership. She receives very good support from governors and staff in managing the school.
- Good teaching is a strength of the school. Over a quarter of lessons observed were judged to be very good, including several that were excellent.
- By the time they leave the school, pupils achieve very high standards in English. Attainment in science is well above the national average.

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<sup>1</sup> The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## What could be improved

- At Key Stage 2, the use of information technology within science and mathematics is not developed fully.
- The school has no written policy for the provision of children under five. It has yet to complete schemes of work for design and technology, and geography.
- Providing parents with more information about what is taught, particularly those with children at Key Stage 1.

*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 successfully addressed the issues arising from the last inspection in November 1994. All staff now have job descriptions, and the role of subject co-ordinators has been fully developed. The budget is now closely linked to the school development plan, and spending is monitored regularly in terms of cost effectiveness. The needs of higher attaining pupils have been addressed, and a policy for more able pupils is in place. A clear and helpful policy for assessment is now in place and is used well. Legal requirements for religious education are now met. Improvements have been made to accommodation, and resources have improved further. Procedures for monitoring and evaluating all aspects of performance have been developed. A school council, involving pupils from each year group has been implemented. The school is well placed to continue its developments and improvements.

## 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	well above average A above average B Average C below average D well below average E
Mathematics	A	A	B	C	
Science	A	A	A	C	

Results of the end of Key Stage 2 National Curriculum assessments in English are consistent with the highest five per cent nationally. Results were well above the national average for science, and above average for mathematics. When compared with similar schools, results were well above average for English, and average for mathematics and science. Results of last year's Key stage 1 assessments showed attainment in reading to be well above the national average, and above average for writing and mathematics. Attainment for science, based on teacher assessment, judged standards to be very high. When compared with similar schools, results were very high for science, above average for reading, and average for writing and mathematics. Inspection evidence confirms above average standards for pupils currently in Year 2 and Year 6. The school aims to 'enable all individuals to reach their full potential'. To achieve this, teachers set challenging, yet realistic targets for pupils to achieve high standards in literacy and numeracy.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes to all aspects of school life. This has a very positive effect on the progress they make in school.
Behaviour, in and out of classrooms	Very good. In lessons, the consistently good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Very good. Pupils listen well to what each other has to say. They show confidence when explaining their ideas, and are kind and considerate to others. Pupils show a growing maturity towards their work and play.
Attendance	Very good. Attendance is well above the national average. The rate of unauthorised absence is well below the national average. Pupils are keen to come to school.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	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 was satisfactory or better in all lessons observed. It was good or better in 81 per cent of lessons, including 28 per cent judged to be very good, and eight per cent excellent. The high standard of teaching has a positive effect on pupils' progress and achievement. Teaching of children under five was good in three-quarters of lessons observed, the remainder being satisfactory. At Key Stage 1, where all lessons observed related to English, numeracy and science, teaching was good in 60 per cent of lessons, including 20 per cent very good; the remainder being satisfactory. Teaching at Key Stage 2 was good or better in 94 per cent of lessons observed, including 28 per cent very good, of which 13 per cent were excellent. Teaching of literacy was judged very good in half of lessons observed. The majority of the remainder were good. In numeracy, all lessons were judged to be good. Teachers successfully meet the needs of pupils with differing abilities, ranging from pupils with special educational needs, to those judged as being more able.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum, together with religious education and French, are well catered for. The curriculum is well supported by residential visits, field trips and extracurricular activities.
Provision for pupils with special educational needs	Good provision that is well managed by the special needs co-ordinator. The extra support given to pupils either in class, or when withdrawn, enables them to make good progress
Provision for pupils with English as an additional language	All pupils are proficient in English and require no additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good role models provided by staff, together with very clear codes of behaviour, ensure all pupils develop a very good understanding of their moral and social responsibilities. The provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	The school's provision for the health, safety and general welfare of its pupils is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. The very good support she receives from staff and governors results in the school having a very positive ethos that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	The governing body meets its statutory responsibilities fully. Governors are closely involved in strategic and financial planning, monitoring and evaluation. Regular visits to class, together with presentations of pupils' work, enable them to gain a good understanding of the school's provision for the National Curriculum, and the standards pupils achieve.
The school's evaluation of its performance	Very good procedures are in place to monitor and evaluate all aspects of performance. Data is analysed well to help determine what needs to be done next. There is good provision for monitoring the quality of teaching.
The strategic use of resources	Very good. Money, time, staff, accommodation and learning resources are used efficiently for the benefit of all pupils. At each stage of planning and evaluation, the governing body applies the principles of 'best value' to good effect.

## 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>• Teaching is good.</li> <li>• Pupils make good progress.</li> <li>• Pupils enjoy coming to school.</li> <li>• The school helps pupils to become mature and responsible, and behaviour is good.</li> <li>• The school expects pupils to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• Teachers know pupils and their needs well; they are approachable to discuss concerns with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the curriculum their children are following, and the progress they make.</li> </ul>

Ninety-six parents returned the pre-inspection questionnaire, and thirty-one parents attended the meeting with the Registered Inspector. Inspection evidence confirms the positive views expressed by parents. Whilst the curricular information given to parents within the termly 'Curriculum News' gives a broad outline of what is to be covered during the term, it lacks sufficient detail for parents to support children's learning, particularly at Key Stage 1. Regarding information on pupil progress, the school provides a clear and informative annual report, and holds termly meetings for parents to discuss children's work with staff. Teachers are available to meet parents informally at the start and end of each day. These arrangements are sufficient to keep parents well informed about their children.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Pupils have very good attitudes to learning. They behave well, and get on well with each other.**

1. Throughout the school, pupils are highly motivated learners, and respond well to the good quality learning opportunities provided. Children under five settle quickly into the life of the school. They adapt happily to day-to-day routines, and make very good progress in their personal and social development. They form effective friendships, help each other, and treat each other with respect. Children follow instructions well, share and take turns, and respond well to the adults with whom they work.

2. The school has successfully developed pupils' good attitudes and work habits. Pupils arrive at lessons prepared to work and involve themselves readily in tasks. This positive attitude has a beneficial effect on learning. The regular setting of individual targets, which pupils take very seriously, provides pupils with constant reminders of what they are trying to achieve, and the standards that are expected of them. Pupils work effectively, collaboratively and individually. They set about tasks, particularly science investigations, with enthusiasm, and sustain concentration until work is completed. Pupils demonstrate independence by choosing their own resources and attempting to overcome and solve difficulties for themselves, before requesting assistance from adults. They work hard to achieve good results and they take pride in the presentation of their work.

3. Within classrooms and around the school, behaviour is very good. The need for teachers to discipline pupils is seldom evident. Pupils move around the school in an orderly

manner. They are quiet and respectful in assemblies, recognising the reverence of the occasion, and listening with appreciation to other pupils who play instruments as classes enter the hall. They are helpful, courteous and welcoming to visitors. Pupils listen attentively and patiently to explanations and instructions. In the dining hall at lunchtimes, pupils need little supervision. The atmosphere is congenial and characterised by courtesy and good manners. A young boy who recently joined from another school, summarised the positive relationships within the school well, when saying, "I used to cry a lot at my last school, but I haven't cried at all here because everybody is so friendly."

**The headteacher provides excellent leadership. She receives very good support from governors and staff in managing the school.**

4. The headteacher, now in her second year in post, provides excellent leadership. She sets a clear direction for the work of the school, based on her vision for its continued development and on a good understanding of the needs of pupils. She receives good support from her deputy headteacher, and a committed, hardworking staff who, along with the governing body, share a commitment to providing quality education. This has resulted in the school having a clear set of aims and values that are successfully reflected in its day-to-day life. In line with their mission statement, staff and governors have established a very positive and caring ethos that supports and promotes pupils' learning. The result being reflected in pupils' levels of achievement.

5. Together with the governing body, the headteacher manages the school very well. Day-to-day management and organisation of the school are very good. Roles and responsibilities are well defined, and staff have specific management responsibilities that support the work of the school well.

6. Management of the curriculum is effectively delegated to teaching staff who each take on responsibility for co-ordinating a number of subjects or aspects of school life. An effective monitoring and evaluating schedule has been successfully established, whereby the headteacher monitors teaching across the school. Whilst all co-ordinators are involved in planning, resourcing, and in monitoring outcomes, those managing English, mathematics and information technology monitor the quality of teaching for their subjects across the school.

7. The governing body contributes substantially to the effective management of the school. There is regular and productive communication between the headteacher and chairman of governors, and committees covering a range of management areas meet regularly. In addition to work related to strategic planning, monitoring and evaluation, each governor has oversight of a subject. Through visiting, observing and working alongside pupils, together with regular sampling of pupils' work, governors have a good understanding of the school's provision for the National Curriculum and the standards pupils achieve. The governing body meets its statutory obligations fully, including those relating to a daily act of collective worship. The school complies well with the requirements relating to the Code of Practice for the identification of pupils having special educational needs, and ensures equal opportunities for pupils' access to the curriculum and its associated resources.

8. The preparation of the school development plan is well managed, with governors and staff successfully involved. The resulting document is of very good quality, being very clear and well structured. It establishes relevant priorities, responsibilities and resource requirements, and criteria that will be used to evaluate success. The provision of in-service training associated with the plan's targets, and those resulting from agreed personal development, are well managed.

9. The standard of financial planning and management, together with that of financial control is very good. The last audit of the school's financial management systems, undertaken on behalf of the local authority raised very few, minor recommendations for improvement. The finance committee meets regularly, and governors are closely involved in budgetary matters. All expenditure is carefully targeted and used appropriately. In keeping with the school's good application of the principles of 'best value', all spending decisions are evaluated for cost effectiveness in terms of their impact on the quality of education and provision.

**Good teaching is a strength of the school. Over a quarter of lessons observed were judged to be very good, including several that were excellent.**

10. The high quality of teaching has a very positive effect on pupils' responses and the progress they make. All teachers and support assistants work very well as a team, sharing good knowledge and expertise. Across the school, expectations of pupils' performance are high. Teachers create a very positive classroom ethos that supports pupils' learning.

11. Children under five are provided with a good range of relevant and interesting activities that focus clearly on learning outcomes. For example, children played 'grab', using a number of small, different coloured teddies. This activity developed their counting skills and understanding of number, whilst introducing them to estimation and reinforcing their knowledge of colours. The many opportunities created to develop and extend children's language and understanding through conversation and questions, is a marked feature of the good practice observed.

12. Throughout Key Stages 1 and 2, teachers use the structures of the National Literacy and Numeracy Strategies very well to support their thorough lesson plans. In all subjects, pupils are provided with challenging work, well matched to their ability. Pupils with special educational needs receive good support. Individual education plans relate well to the needs of pupils for whom they are written, and staff use these plans well to meet specific needs. Good provision is made for more able mathematicians and those who have good literacy skills. In addition to the challenging work set them within class, such pupils in Years 5 and 6 are withdrawn from class for specific enrichment activities. Inspection evidence confirms parents' views that staff know pupils and their needs well, and that teachers plan for them accordingly.

13. Across the school, effective use is made of support assistants and volunteer adults to assist pupils' learning. Teachers ensure those working with them have a thorough understanding of the objectives of lessons, of methods and resources to be used, and appropriate levels of expectation for pupils with whom they work. A very good example was in an excellent design and technology lesson, where pupils in Year 6, having already designed sleeping bags for teddies, and researched suitable materials, were now making them. Several parents made a significant contribution to the success of the lesson by helping to teach the skills of pinning patterns, cutting to a pattern, and tacking fabrics together.

14. In all lessons observed, teachers demonstrated a high level of subject expertise, which they used effectively in their work with pupils. A notable example being a very successful French lesson, conducted in the target language. It involved, motivated, challenged and enabled all pupils to work collaboratively to present role-play café scenes, in which they confidently ordered food and drink, then used the menu correctly to calculate the cost.

15. Very good use is made of time and resources to advance pupils' learning. Lessons have a brisk start with a recap on what pupils have learnt earlier, and how this will be developed within the lesson. For example, at the start of a literacy lesson, pupils were

reminded of their work on characters and story settings, by way of introducing work on adjectives. In a mathematics lesson, pupils responded very well to the speedy mental arithmetic challenges involving multiplication. They enthusiastically held up their 'answer fans' when, after a short period for calculation, the teacher said, "Show me." At the end of lessons, pupils are drawn together for discussions about what they had learned from their activities. In mathematics, pupils were given every opportunity to explain the different strategies they had used in responding to the set task.

16. Teachers are enthusiastic, and this contributes to positive, well managed classes. This is evident in literacy lessons, when, through expressive reading and leading of stories, skilled questioning, together with encouragement for pupils to 'have a go', staff ensure pupils understand the various texts presented to them. Pupils' learning is enhanced by clear explanations and demonstrations, as when Year 4 pupils were introduced to a database computer program. Teachers communicate objectives clearly. At all times, pupils know exactly what is expected of them in terms of behaviour and performance. For example, in a lesson on persuasive writing, pupils are reminded, "You only have twenty minutes to complete your first draft." In return, pupils' efforts are frequently rewarded by teachers' positive and appreciative comments, as when at the end of a lesson on products and factors, a teacher told the class, "Well done. You really have improved."

17. Day-to-day planning is very effective, and teachers make good use of on-going assessment to help plan what is to be taught next. Marking is constructive and very helpful. Pupils are given very clear guidance, either orally or in writing, as to what they must do to improve. Homework is used to good advantage to support learning. In addition to reading activities, spelling and mental arithmetic challenges, pupils undertake a range of individual research activities.

18. The high quality of teaching, and the impact it has on pupils' learning, is encapsulated by an older pupil, relatively new to the school, who stated, "The teaching's good here. It's fun to learn."

**By the time they leave the school, pupils achieve very high standards in English. Attainment in science is well above the national average.**

19. End of Key Stage 1 assessments show attainment in reading to be well above average, and above average for writing. The school builds well on this, and, by the time they leave the school, overall standards in English are consistent with the highest five per cent of pupils nationally.

20. In oral work, pupils give clear and confident explanations in several subjects, notably in science and mathematics, when they explain their thinking and resulting strategies used to carry out investigations. Plenary sessions at end of lessons are used well for discussions and review. A good example being when a pupil explained why an illustration of a dinosaur in a book should be referred to as a picture, not a photograph.

21. When reading, pupils use intonation of voice very well to convey expression and meaning. When reading fiction aloud, they bring text alive through expressive reading. They demonstrate a clear understanding of punctuation and how this dictates the way text should be read. Pupils use their higher order reading skills to good advantage, as when they skim and scan paragraphs to find the meaning of new words. They have a good understanding of implicit and implied meaning within text, as opposed to those that are explicit and clearly stated. Independent research skills are very well developed. In addition to using the library, pupils enthusiastically access encyclopaedic computer programs and the Internet to elicit information. Such an example being when several pupils had undertaken research about the Rossetti' family.

22. Pupils write successfully for a range of audiences, using a variety of genre. Well-crafted poems are written on various subjects including 'Millennium Celebrations'. They draft and edit interesting reviews and synopses of books, including, 'The Silver Sword' and 'The Moon of Gomrath'. Pupils have a clear understanding of, and have the ability to produce non-chronological writing. They successfully analyse strengths and weaknesses of arguments within examples of persuasive writing, before producing initial drafts, for and against, the deforestation of the Brazilian rain forests. During the lesson observed, pupils readily accessed the Internet to verify facts for their writing.

23. The high quality of pupils' literacy skills is exemplified in the 'Farley Hill Blaster', a magazine produced by pupils. It contains interesting and well written reviews, reports and interviews related to events concerning the school.

24. Pupils' high standards in reading, writing and speaking contribute significantly to their learning across the curriculum. This is the case in science, when, from the outset in the reception class, pupils describe the objects they feel inside the 'Feely box'. They observe and investigate properties and uses of different materials before writing sentences stating where each material is to be found within the school, and how it is used. As they progress through Key Stage 1, pupils make good gains in scientific knowledge and skills. They predict and record outcomes of their investigations, correctly using specific subject vocabulary. Pupils demonstrate growing confidence in explaining their hypotheses. For example, in response to the question, "How do we hear the noise of a bell ringing?" a Year 1 pupil confidently stated, "The bell makes waves in the air, and these hit our ear drums."

25. By the end of Year 6, standards are well above the national average. The emphasis placed on experimental and investigational science enables pupils to work both individually and collaboratively. They demonstrate a good capacity to plan and organise their own work. Interesting investigations, including those relating to electrical circuits, change of state and reversibility of materials, solutions and evaporation, give pupils a clear understanding of what makes a test 'fair'. In each activity, pupils thoughtfully devise a number of ways to ensure their investigations are undertaken in a fair manner.

26. By the time they leave the school, pupils observe, experiment, speculate and use the skills of scientific enquiry well. They record and communicate their findings with much clarity and confidence.

## **WHAT COULD BE IMPROVED**

**At Key Stage 2, the use of information technology within mathematics and science is not fully developed.**

27. Since the last inspection, the school has significantly enhanced its provision for information technology. Pupils successfully apply their skills to gain information from encyclopaedic programs and the Internet. They present text and graphics in a variety of interesting ways to illustrate effectively their learning in many areas of the curriculum. However, their skills have yet to be sufficiently applied to mathematics and science, where, in direct contrast to excellent computer generated presentations in other subjects, pupils write accounts and findings of investigations, and draw graphs and tables of results by hand.

28. Whilst pupils cover all requirements of the National Curriculum, the school has yet to fully develop the use of information technology equipment and software at Key Stage 2, to sense, monitor and display physical data relating to science and mathematics investigations. This requirement relating to the programme of study concerning 'control and

monitoring' has already been identified by the school as an area for development, and has been included within the current school development programme.

**The school has no written policy for the provision of children under five. It has yet to complete schemes of work for design and technology, and geography.**

29. Whilst the provision for children under five is well managed, there is no overall, written policy covering the procedures and management of day-to-day issues and needs. The procedures for induction, baseline assessment and curriculum provision have yet to be committed to an agreed policy. Without such a policy in place, the school cannot ensure the good practice already taking place is maintained and developed, particularly in the absence of key members of staff.

30. Subject co-ordinators have prepared thorough schemes of work in most subjects to help staff plan the systematic development of pupils' knowledge, skills and understanding as they move through the school. However, such schemes have yet to be completed for geography and design and technology.

**Provide parents with more information about what is taught, particularly those with children at Key Stage 1.**

31. At the pre-inspection meeting with parents, and on the questionnaires they returned, parents commented on the need for more information about what their children are learning in school so that they can support them at home. The need for more detailed information came in particular from parents who have children at Key Stage 1.

32. Whilst the curricular information given to parents within the termly publication 'Curriculum News' gives a broad outline of what is to be covered during the term, it lacks sufficient detail for parents to support children's learning, particularly at Key Stage 1.

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

33. There are no key issues for the school to address. However, in the context of its strengths, the following points for improvement should be considered as the basis for the action plan-

- **Extend** opportunities for pupils at Key Stage 2 to apply their information technology skills when presenting and illustrating findings of investigations undertaken in mathematics and science.
- **Develop** further the use of information technology equipment and software at Key Stage 2 to sense, monitor and display physical data, particularly with regard to science investigations.
- **Provide** a policy for the provision of children under five, in order to ensure the present good practice and provision is further developed.
- **Ensure** the systematic development of pupils' knowledge, skills and understanding by completing schemes of work for design and technology and geography.
- **Develop** curricular information for parents, in order that they can support their children's learning at home.

## 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	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	12	64	16	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	199
Number of full-time pupils eligible for free school meals	3
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	5
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	9	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	9	9	9
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	93 (93)	97 (97)	97 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	8	8	9
	Total	26	28	29
Percentage of pupils at NC level 2 or above	School	90 (97)	97 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	15
	Girls	12	11	12
	Total	27	24	27
Percentage of pupils at NC level 4 or above	School	96 (86)	86 (89)	96 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	15
	Girls	12	12	12
	Total	23	26	27
Percentage of pupils at NC level 4 or above	School	82 (86)	93 (89)	96 (100)
	National	68 (65)	69 (65)	75 (71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	182
White (European)	5

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.1
Average class size	28.4

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	67.5

### **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	1998/1999
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	£
Total income	333838
Total expenditure	332251
Expenditure per pupil	1662
Balance brought forward from previous year	27550
Balance carried forward to next year	29137

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	96

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	50	43	5	0	2
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	31	54	8	4	2
The teaching is good.	58	39	1	0	2
I am kept well informed about how my child is getting on.	33	47	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	55	36	6	3	0
The school expects my child to work hard and achieve his or her best.	60	37	3	0	0
The school works closely with parents.	34	47	17	2	0
The school is well led and managed.	55	41	3	1	0
The school is helping my child become mature and responsible.	53	41	1	1	3
The school provides an interesting range of activities outside lessons.	29	48	16	0	7

### Other issues raised by parents

In addition to the termly 'Curriculum News', parents would appreciate more information about what is taught. This would enable them to work in closer partnership with the school regarding children's learning. Several parents wrote comments in support of the school. Together with those who attended the meeting with the Registered Inspector, parents remarked on how well teachers know pupils and their needs. Parents commented on the good quality of care and support provided.

