

INSPECTION REPORT

THE COLLETON PRIMARY SCHOOL

Twyford

LEA area: Wokingham

Unique reference number: 109878

Headteacher: Mrs K Davis

Reporting inspector: Helen Ranger
22223

Dates of inspection: 27 – 28 June 2000

Inspection number: 182362

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Colleton Drive Twyford Berkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Hutton
Date of previous inspection:	November 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Colleton School is an average sized community school with 228 pupils on its roll, between the ages of five and eleven. The school does not admit pupils who are under five. It is situated in the large village of Twyford, an area of high employment. Five per cent of pupils come from various ethnic minority groups and most of these are from families with Indian, Chinese or Japanese heritage. Thirteen pupils speak English as an additional language but none is at an early stage of learning English. The number of pupils eligible for free school meals (one per cent) is very low compared with the national average. Fifteen per cent of pupils have special educational needs – lower than the national average. The results of the school's assessments of its youngest pupils show attainment levels which are above the levels expected for five-year-olds.

HOW GOOD THE SCHOOL IS

The Colleton is a good school where pupils are taught well. The school is led and managed well by the headteacher, governors and senior staff and provides a very effective environment for learning. Pupils reach high standards in their work and achieve exceptionally well in their personal development. The school gives good value for money.

What the school does well

- Standards achieved by the oldest pupils in English and mathematics are high.
- Very good provision for scientific enquiry enables pupils to achieve very high standards.
- Pupils have very positive attitudes to school and reach very high standards of personal development.
- The teaching is good and encourages efficient learning.
- The school is led and managed well by the senior management team and by a highly effective governing body.
- There is a wide range of good quality learning opportunities.

What could be improved

- Standards in English, especially in writing, are not high enough for the most capable pupils in Key Stage 1.
- Arrangements for pupils in Key Stage 2 to have a morning break do not always promote the overall welfare of this age group.
- The written development plans do not communicate the long-term vision well enough.
- There is not enough up to date training for staff in child protection matters.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1995. Since then it has made satisfactory progress on the issues which were identified for improvement and in other key areas. It is well placed to continue to improve. The results achieved by the oldest pupils in the core subjects of English, mathematics and science, which have always been high, have continued to rise in line with the national trend. However, the trend in Key Stage 1 has run counter to national improvements. The school has acted appropriately to improve provision at this key stage, although this action is yet to have a full impact on pupils' levels of attainment, especially those of the most capable. All the key issues for improvement from the last inspection centred on how the curriculum was planned. The school took appropriate and successful action to reconsider its time allocations and planning procedures. The high standards identified in the last report in teaching, pupils' response and school management have been maintained. However, standards in information technology and religious education, while in line with expectations for the age group, have not been maintained at the high level identified in the previous report.

STANDARDS

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

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

Key

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

The results show high achievement in national tests in recent years. In 1999, the school's performance in English and mathematics was well above both the national average and the average for schools with similar intakes. In science, A* denotes that performance was within the highest five per cent nationally. High standards have been maintained over time and results have risen broadly in line with the national trend. The school exceeded the targets it set for its pupils in the national tests in 1999.

Inspection findings are that pupils' achievements are at least sound in relation to their attainment on entry to the school and are often good. Pupils who are now at the end of Key Stage 2 achieve above average standards in English and mathematics and well above average in science. At the end of Key Stage 1, attainment is above average in mathematics and science. The high standards in science in both key stages are underpinned by very good provision for the practical and investigative aspects of the subject. In English in Key Stage 1, while pupils make satisfactory progress overall in speaking, listening and reading and attain above average standards, their progress in writing is slower. They achieve levels in writing which are broadly in line with national averages but these are not high enough, given that their attainment on entry to the school is above the levels expected of five-year-olds. In information technology and religious education, standards are broadly in line with expected levels by the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and very interested and involved in activities.
Behaviour, in and out of classrooms	Good overall in lessons, in the playground and around the school.
Personal development and relationships	Excellent. Pupils develop very high levels of initiative and personal responsibility. They show great respect for others.
Attendance	Very good. Rates are well above the national average.

The school functions very well as a friendly and orderly community. The oldest pupils show that the school is successful in its aim to develop responsible individuals who are fully involved in their own learning. While some of the youngest pupils show immature and unsettled behaviour on a few occasions, the oldest have developed maturity and responsibility.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall		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 teaching seen was good overall and evidence from pupils' previous work indicates that standards in teaching have been maintained over time. All lessons seen were at least satisfactory. Sixty four per cent were good and a further 14 per cent very good. Teaching in most aspects of the key skills of literacy and numeracy is good. It has benefited from the introduction of the National Strategies for Literacy and Numeracy, which the school has implemented satisfactorily in line with its individualised approach to learning. The school has taken appropriate action to improve the teaching of writing in Key Stage 1 following disappointing test results but this has yet to have a full impact on pupils' attainment. The most capable pupils in Key Stage 1 are not yet sufficiently challenged in their written work. With this exception, teachers provide activities which enable individuals to achieve well in their academic work and, most notably, in their personal development. The use of personal work planners, combined with regular feedback from teachers, enables pupils to have high levels of understanding of their activities and of how well they are doing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school continues to offer a broad range of interesting and relevant activities to pupils of all ages.
Provision for pupils with special educational needs	Good provision for the lower attaining pupils who need additional support with their learning. The most capable pupils are generally catered for well but are not sufficiently challenged in English in Key Stage 1.
Provision for pupils with English as an additional language	Currently no pupils are at the early stages of learning English but appropriate systems are in place when needed.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good provision overall with strengths in the promotion of pupils' moral and social development. Acts of collective worship do not always promote pupils' spiritual awareness as well as they could.
How well the school cares for its pupils	Good overall provision for pupils' well-being. The school has a caring ethos. There are weaknesses in a few procedures.

The school's cross-curricular approach to many aspects of learning ensures that pupils understand the relevance of their work and the links between subjects. This contributes well to the quality of their learning. There are policies and plans to cater for almost all areas of learning but there is no policy for teaching drugs awareness. The good support for pupils with special educational needs is based on detailed Individual Education Plans and regular assessments of progress. Assemblies are interesting and focus on important topics but do not always meet the requirements for a daily act of worship. Procedures for monitoring unauthorised attendance are not rigorous enough. Staff have received no recent external training in child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong, caring leadership and is supported well by an able deputy head. There is a strong spirit of teamwork and commitment among staff.
How well the governors fulfil their responsibilities	The governors manage the school very well. They are highly skilled and work efficiently. They are actively involved in the school and support its development. They question sensibly what it does and are aware of its strengths and weaknesses.
The school's evaluation of its performance	The school analyses its results, teaching and curriculum well and takes action to improve. It consults widely on its further development. The written development plans outline current priorities well but do not yet communicate the long-term vision.
The strategic use of resources	Good overall. Funds are directed to priority areas and their use is controlled and monitored well.

The senior staff and governors have maintained a good quality of education during a time of considerable staffing and administrative change. The school has appropriate plans to agree its long-term vision and strategy - a current weakness in an otherwise good development planning system. The governors continue to discuss with the local authority a personnel decision taken some time ago. There has not been a resolution to this matter which satisfies both sides and this continues to impose a financial penalty on the pupils who are currently in the school. The present management of the school is generally effective in seeking to ensure best value in its spending decisions by questioning what the school does and ensuring that funds are spent wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress. • Teachers expect children to work hard and do their best. • Children are helped to become mature and responsible. • The teaching is good. • Behaviour is good. • Their children like school. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The homework provided. • The extent to which the school works closely with parents and informs them of children's progress. • The arrangements for a morning break in Key Stage 2.

The inspection team agrees with parents' positive views. Inspectors consider that the range and quality of extra activities in the school are satisfactory and note that attempts by the school to provide more have sometimes been met with a disappointing response from parents. Homework contributes well to pupils' learning when it is given but amounts are inconsistent and teachers' expectations are not always made clear to parents. The quality of information provided, including that about pupils' progress, is good. The team shares parents' concerns that pupils in Key Stage 2 are often expected to work too long in the morning without a break.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved by the oldest pupils in English and mathematics are high.

1. The results achieved by the school's 11-year-olds in national tests in recent years in English and mathematics have been consistently high. In 1999 pupils achieved standards in both subjects which were well above average when compared both with schools nationally and with schools with similar intakes (based on the proportion of pupils eligible for free school meals). The overall trend in results over recent years shows the school maintaining its high standards in both subjects and improving broadly in line with the national trend. Inspection findings for the current Year 6 group are that they achieve above average levels in all aspects of English and mathematics.
2. In English, pupils are attentive and effective listeners. They listen carefully to their teachers and their classmates, speak in a range of situations and take account of the ideas and opinions of others. The older team (Years 5 and 6) were seen responding well to a discussion about debating skills. They responded thoughtfully to others' contributions, often speaking in extended sentences with a wide vocabulary. They were confident and articulate, identifying how types of language such as exaggerated, persuasive and emotional forms are used in debate. This team of pupils also attains well in writing. As a result of their discussion about debating skills, they rapidly summarised what had been covered, using note form and key words efficiently. They write independently at length when required and standards of spelling, punctuation and handwriting are good. Pupils read fluently and accurately and show good recall and comprehension. Many are keen readers and express well considered preferences for genres and authors. A strength in pupils' attainment is their ability to apply their good literacy and oracy skills to their work across the entire curriculum. Teachers give them frequent opportunities for carefully planned cross-curricular work and pupils respond well to these.
3. In mathematics, by the end of the key stage, pupils have a secure grasp of the four operations of number and have developed a wide range of numeracy and problem-solving skills. They are able to apply these well in other subjects, such as when handling data in science. They develop alternative strategies for calculation and can explain their thinking. This was seen during the inspection when pupils proficiently carried out activities about units of time, including calculating complex journey times and the differences in time zones around the world. Pupils present their work well, for example by using appropriate tables and graphs to record the results of an investigation. Their teachers provide good activities, which cover all the elements required in the Programme of Study. They use daily sessions to practise mental calculation and recall. Teachers make effective and thoughtful use of the published scheme and supplement or reinforce this where necessary.
4. Teaching in English and mathematics is good. A high priority is given to the development of the key skills of oracy, literacy and numeracy. Tasks are planned and organised to cater for the needs of all attainment levels, including those who need extra help with basic skills and the most capable pupils. Other strengths of the teaching are the clear explanations given by teachers and the high levels of individual oral support and feedback given to pupils about their work and achievements. This ensures that pupils understand what they are doing, why they are doing it, how well they have done and what they need to do to improve. In this age group, frequent homework is set which supplements the work in school well.

Very good provision for scientific enquiry enables pupils to achieve very high standards.

5. Pupils of all ages achieve well in science. By the end of Key Stage 2, pupils attain standards which are well above average. In recent years, pupils' performance in the national tests and Teacher Assessments for 11-year-olds has been very good. In 1999, the school's results were within the highest five per cent nationally. Pupils show a high level of factual knowledge and a well-developed understanding of practical skills. A major factor in the school's success is the very good provision for the experimental and investigative aspects of science, which promotes high standards and ensures that pupils understand their work. This forms the basis for the

entire science curriculum and pupils' knowledge from Reception to Year 6 is gained by practical investigation and experimentation, which continually encourages and supports the development of their questioning attitudes.

6. Pupils' skills, knowledge and understanding develop systematically as they move through the school. The Reception year pupils in the younger team keep a diary of how seeds grow and record their observations in a simple table. In Year 1, pupils record in a more systematic form their investigation of how sound passes through materials, indicating those materials which make good insulation and those which do not. By the end of Key Stage 1, pupils in Year 2 make careful measurements to record how far toy cars will travel on a range of surfaces, stating what happened and, more importantly, why it happened.
7. At the beginning of Key Stage 2, pupils in Year 3 are encouraged to predict what will happen in their experiments and to use the appropriate technical vocabulary for their work. They start to define what makes a test fair and to consider hypotheses such as 'What would happen to the distance travelled by the car on a ramp if you changed the height of the ramp?' In Year 4, pupils no longer need prompt sheets from their teachers but write up investigations independently drawing on the wide range of experiences they have had in the past. They broaden the range of recording methods they use, for example with the use of a computer to draw a graph of their results. Pupils in Years 3 and 4 were seen during the inspection dissecting and identifying parts of a flower and commenting on their functions at a very high level for their age. In this lesson, there were strengths in pupils' attitudes and maturity in their personal development. They organised themselves very competently within small groups and allocated tasks fairly. Within the group, they co-operated and collaborated well.
8. No science lessons were observed with the older team pupils during the inspection but inspectors examined their previous work and their teachers' planning and spoke to pupils about their experiences. Pupils are very articulate. They describe how they set up experiments and show a very good understanding of the principles of fair testing. They cover activities which are often linked to relevant cross-curricular topics and which interest and challenge them. In Year 6, as part of their work on World War 2, they solve the problem of how a soldier could make sure that water from a trench is made fit to drink. They are challenged to work under constraints, such as the soldier having limited materials available. Their recording of their work shows clear understanding and a summary evaluation of any ways they could improve on it.
9. Teaching and learning in science are of high quality. Teachers have developed a thorough, integrated programme of work, which systematically develops pupils' understanding. The subject manager is a skilled specialist, who teaches the oldest pupils but whose influence is evident across the school. She is supported well by teaching in all other age groups which is rigorous and interesting. Pupils respond well to the very good teaching; they are interested and challenged and achieve high standards, which are a significant strength of the school.

Pupils have very positive attitudes to school and reach very high standards of personal development.

10. Pupils are very enthusiastic about school. They are keen to learn and most bring from home very positive attitudes about the value of learning, which are built on and extended by their experiences in school. There is an equally positive atmosphere for learning created by the headteacher and the staff. The combined approach of pupils, parents and teachers in partnership results in effective learning and in pupils who show high levels of personal development.
11. Pupils appear comfortable and relaxed in school. They grow in confidence and maturity as they move through the school and respond well to the many opportunities to take initiative in their learning. The school's ethos and approach are built on the joint principles of teamwork and independence in learning and are successfully communicated to the pupils. A notable feature, especially among the oldest pupils, is the extent to which they sustain concentration in their work and show the capacity to work both independently and as part of a small or large group. Pupils from the earliest time in school are enabled by staff to organise their own work where this is appropriate, for example by choosing their resources or setting up equipment for their group. Often, when working in groups, they show that they are working as a team, allocating roles and duties accordingly. They take responsibility for what they do – one pupil

commented philosophically that, since he had not made as much effort as he might have done during a lesson, he would have to complete his work during a break or at home and he felt that this was only fair!

12. Relationships between pupils and teachers are very good. Adults and children show respect for each other and are polite in their conversations. Examples were seen of high quality discussions and negotiations between teachers and pupils about planned activities. Pupils also relate well to each other. They appreciate and cultivate their friendships and care well for others. Older and more able pupils in each team support and encourage those who need help.

The teaching is good and encourages efficient learning.

13. Teaching in the school is good. All the lessons seen were at least satisfactory. Sixty four per cent were good and a further 14 per cent very good. The school has maintained the strengths in teaching which were identified at the time of the previous inspection.
14. A high priority is given to teaching key skills in English and mathematics. The school has implemented the National Strategies for Literacy and Numeracy by combining many of the main strands with its own commitment to independent learning. This has been generally successful, although action to improve the attainment of the younger pupils in writing has yet to have a full impact on performance in national tests. The school's continuing commitment to a cross-curricular approach is successful in making relevant links for pupils between subjects and enhances their understanding of their learning.
15. Teachers plan lessons well. They define clear objectives for lessons which encompass *how* pupils will learn as well as *what* they will learn. Activities generally cater for the full range in each team, including those with special needs and the most able. There are clear Individual Education Plans for pupils who need extra support in their learning and are on the register of special needs. The school also maintains a register of its most able pupils and tailors work which both challenges this group and seeks to improve on any areas of relative weakness. However, this is not fully effective in meeting the needs of the most capable writers in Key Stage 1. With this exception, pupils generally learn at a rate which is appropriate to them and maintain their interest in their work. Teachers' planning effectively builds on what has gone before so that they efficiently recap, reinforce and extend pupils' learning in ways which ensure that their retention and recall are very good.
16. Teachers' methods and organisation are good. They explain tasks clearly and use good questioning techniques to check and extend pupils' understanding. Pupils are organised into younger, middle and older teams across the school. Within these teams there is effective use of single year and mixed age activities, as appropriate. Efficient use is made of staff time and expertise - for example, by one teacher taking each year group within a team for the same subject. As a result, pupils learn to be flexible and to work with a variety of adults and other children.
17. A strength of the school is the extent to which pupils are led to understand the purpose and content of what they are doing and, subsequently, how well they have done. This is achieved by high levels of individual attention and, in Key Stage 2, is supported by the system of 'planners', in which each pupil conducts a dialogue with the teacher about their activities and how well they have been completed. The written planner forms the basis for frequent discussions between teachers and pupils which enable each individual to make good progress in their work.

The school is led and managed well by the senior management team and by a highly effective governing body.

18. The headteacher provides strong leadership and has a clear vision for the continuing development of the school. She is supported well by an able deputy and by the leaders of the younger and older teams. The staff work very well together in a spirit of teamwork and show commitment to the overall approach of the school with the welfare and progress of pupils at the centre of their work. Areas of responsibility are delegated well and the several job-share teachers all manage a subject or aspect of the school's work, ensuring that the load is shared widely. Over the past few years, there has been considerable staff turnover, changes to areas

of responsibility and periods of extended staff absence but the disruption caused by these has been minimised and pupils' continuing progress ensured.

19. The governing body is highly effective. The governors bring to the school a wide range of professional and personal skills and a high degree of commitment to their role. They are actively involved in the management of the school and have contributed well to its stability at a time of staff change. They have a very well developed committee structure, which works efficiently for all major aspects of school life. The governors know the school well. In addition to their contribution to their regular meetings, most governors visit the school regularly and make themselves available to speak to staff, pupils and parents. They are supportive of the school but also question sensibly what it does. They are well aware of its main strengths and relative weaknesses.
20. The senior management team takes a lead in the monitoring, evaluation and development of teaching and learning. Information from the school's results in national and optional tests is increasingly analysed to set future targets for development. The headteacher and deputy head are well informed about the quality of teaching and the curriculum. They work closely together and with the staff team to focus efforts on improving weaker areas and maintaining high standards. The School Development Plan sets out priorities and targets well for the current year. It is the product of detailed discussions between staff and governors and underpins development initiatives well.
21. Financial planning by the headteacher and governors is detailed and thorough and enables the school to make good use of its resources. Financial regulations and controls are fully in place and the most recent auditors' report was positive. The earmarked funding for special educational needs, staff training and other national and local initiatives is carefully targeted, managed and documented. The school increasingly seeks to ensure best value in the use of its resources by comparing its performance with other schools, by questioning the effectiveness of what it does, by consulting on its further development and by carefully comparing prices and contracts.

There is a wide range of good quality learning opportunities.

22. The school provides a wide and interesting range of learning opportunities. The requirements of the National Curriculum and the Locally Agreed Syllabus for religious education are met. While the school has reacted positively to the recent national emphasis on literacy and numeracy, it has sought to ensure that its pupils continue to be provided with a broad range of activities in all subjects and to maintain its commitment to cross-curricular topic work. Not all subjects were seen being taught during the inspection but the numerous lively and interesting displays of work in all subjects throughout the school and evidence from pupils' previous work indicate that the school is successful in retaining the breadth of its curriculum. There are good policies to underpin provision and a clear overall statement of the school's curricular aims. Consistency and depth in teachers' long-term planning are ensured by agreed procedures and a shared approach to the work of all three teams. The quality of long-term curricular planning was a key issue at the time of the last inspection and has been improved well.
23. The staff place great importance on pupils' personal development and this is evident in their planning and provision. The curriculum for pupils' personal and social education is considered as a thread which runs through all subjects. With the exception of drugs education, which is not yet an integral part of the planned programme, this is reflected in the overall approach to teaching and learning, which values the importance of individual learning and co-operative effort. Adults act as good role models for pupils and give consistent, fair guidance based on sensible rules.
24. Although a considerable number of parents expressed concern that the school does not provide enough extra activities for pupils outside lessons, inspectors disagree. A varied programme of clubs is offered, often led by teachers in their spare time. These include sporting and musical activities. Pupils who choose to learn a musical instrument benefit from specialist tuition by staff from the local authority's music service. Pupils are given opportunities to make local visits to places of interest in connection with topics. There is a programme of residential visits, which offers pupils valuable experiences of contrasting areas. Attempts by the school to provide more activities, such as a French club and after-school care, have sometimes been met with a disappointing response from parents.

WHAT COULD BE IMPROVED

Standards in English, especially in writing, are not high enough for the most capable pupils in Key Stage 1.

25. In recent years, the school's results in the national tests and Teacher Assessments for its oldest pupils in Key Stage 1 in English have not maintained the high standards reached previously and do not compare well with the performance of pupils in Key Stage 2. Results have shown a downward trend overall which is at odds with the improving situation nationally. Attainment in writing in particular has been erratic from year to year but, overall, has fallen.
26. One reason for the drop in standards has been the varying numbers of pupils with special educational needs in each year group. This was especially significant in the results for 1997 and 1998 where levels of special needs in Year 2 were high in relation to the rest of the school. The small number of pupils in each age group means that the presence of a few more pupils with special needs than usual can have a significant effect on the overall results.
27. In 1999, pupils in Year 2 achieved standards in reading which were above the national average. Standards were average when compared with schools with similar intakes. A well above average proportion achieved the expected Level 2 in reading and many of these attained Level 2A or 2B, which indicates a secure understanding of their work. However, the proportion who achieved Level 3 was close to the national average, suggesting that fewer pupils were working at this higher level than would normally be expected, given the results for the rest of the group.
28. In writing, the pattern in results showed even more variation from national trends. The percentage reaching Level 2 was broadly in line with the national average but was below average when compared with similar schools. While, as in reading, a higher than average proportion achieved Level 2A or 2B, no pupils achieved Level 3 in the test and only one gained this level in Teachers' Assessments.
29. The school has only recently begun to gather formal information about pupils' attainment on entry as five-year-olds. Indications are that pupils enter the school with levels of attainment which are generally above expectations but that recent intakes have had weaknesses in their language development compared with other areas which are assessed. They have usually been given a good start at home and in their pre-school experience. However, there are no admissions of under fives and, compared with many schools, pupils have a relatively short time in Key Stage 1 in a more formal setting before they are required to take the national assessments. These factors should be borne in mind when considering their results.
30. Inspection findings are that pupils in Year 2 currently achieve standards overall which are above average in speaking, listening and reading and which reflect sound progress across the key stage. Most achieve at least Level 2, many are well on the way to Level 3 or have reached it and there are few low attainers in these aspects of English. However, pupils' attainment in writing continues to reflect the lower standards of recent years, most notably in the small proportion of pupils who are working at Level 3.
31. The school has paid attention to the trends indicated by its results and has acted to improve its performance. It has analysed data carefully and set this information in the context of the school - for example, the several changes in the teaching staff. It has set appropriately challenging targets for the year 2000 and beyond. The local authority has been involved in moderating procedures to check the accuracy of marking and has confirmed that this is satisfactory. Careful attention has been paid to how the National Literacy Strategy has been implemented for this age group and the success of this continues to be monitored.
32. Several initiatives have been put in place to raise standards in reading and writing but have not yet had time to make a full impact on the standards achieved by the oldest pupils in the key stage. These include a structured phonics programme and additional reading resources. The new co-ordinator has an appropriate vision for the continuing development of the subject. The amount of teaching and learning seen during the inspection was limited but pupils' work was examined and a sample of pupils was heard reading. Evidence from these activities shows that most pupils are being given appropriate provision for their needs in English but that there

is still scope to increase the levels of challenge for the most capable pupils. For example, work is currently planned to include extension tasks to cater for this group but not enough consideration is given to whether pupils need first to carry out the more routine activities set for the entire class.

Arrangements for pupils in Key Stage 2 to have a morning break do not always promote the overall welfare of this age group.

33. The school provides an effective environment for learning and pupils speak appreciatively of the care shown by adults. However, at the pre-inspection meeting for parents and in written submissions to the inspection team, several parents expressed concern that pupils in Key Stage 2 often work for a three-hour period each morning without a set time to take a break. This enables the length of school sessions to meet national recommendations and makes it possible for both key stages to end at the same time in the afternoon. Pupils in Key Stage 2 are allowed to visit the toilet and use water fountains for a drink but do not have daily access to the playground during the morning or to a short time when no work is expected of them. The school provides a break for this age group if pupils have experienced a particularly demanding task, such as an extended test, but this is not routine. It was also pointed out by parents that, although refreshments are not readily available for pupils, staff are provided with a drink during the morning session.
34. Pupils maintain a high work output and most concentrate well and remain focused on their tasks throughout the day. The working atmosphere is often informal, busy and productive and good relationships prevail. In observations, pupils continued to work well in both morning and afternoon sessions - for example, applying themselves to complex mathematics tasks right up to the end of the school day. However, in discussions with inspectors, a sample of the oldest pupils expressed the opinion that they would prefer to be able to take a short break in the morning without having to ask to leave their lesson.
35. Inspectors appreciate that the school's methods and organisation lend themselves to an integrated morning session which is not interrupted at crucial points. They also understand the school's and parents' wish for the overall school day to finish at the same time for pupils in both key stages.

The written development plans do not communicate the long-term vision well enough.

36. The school considers its continuing development well. Staff and governors produce a good quality annual development plan which encompasses their priorities for the coming year and how these will be achieved. The plan outlines relevant initiatives well and acts as a useful working document in the management of the school.
37. In practice the senior staff and governors discuss their longer-term plans for the school. They consider, for example, the effects of changing pupil numbers, budgetary constraints, curriculum development, staff changes and site matters. These discussions are often recorded in the minutes of governing body meetings. However, they are not summarised as part of a written strategic plan. It is felt by the school that significant changes in education nationally and locally, such as major curriculum initiatives and the reorganisation of the local education authority, have introduced too many uncertainties into future development for plans to be recorded formally. These concerns are understandable but have left the school with no agreed written summary of its strategic thinking and planning. It is acknowledged by the inspection team that the headteacher has recently begun discussions to review the overall aims and mission statement for the school and plans to extend this to incorporate a shared vision for the future.

There is not enough up to date training for staff in child protection matters.

38. The school is a caring community and gives a high priority to pupils' welfare, health and safety. Procedures for child protection are satisfactory overall. However, there has not been any recent training for staff, including the headteacher, in child protection procedures. The teachers' awareness and knowledge have not been updated and this, in turn, has hampered

them in their training of ancillary staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. The school has many strengths. In order to build on these and improve the overall quality of provision and raise standards further, the headteacher, staff and governors should:

- raise standards in writing in Key Stage 1 by:
 - implementing the recently agreed strategy;
 - considering whether the needs of the most capable pupils are fully met by planned activities;
 - ensuring that the targets set for the most capable pupils continue to be challenging;
 - monitoring the quality of teaching rigorously;

paragraphs 25 – 32

- improve the overall welfare of pupils in Key Stage 2 by providing them with a short break from their work in the course of the integrated morning session;

paragraphs 33 – 35

- ensure that the school's written development plans include a summary of its strategic thinking;

paragraphs 36-37

- provide, as a matter of urgency, appropriate updated training in child protection matters for key staff, including an external course for the headteacher as the 'named person'.

paragraph 38

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	64	22	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

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		228
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		35

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	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	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	14
	Girls	16	15	16
	Total	29	27	30
Percentage of pupils at NC level 2 or above	School	94 (93)	87 (55)	97 (98)
	National	82(81)	83(85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	16	16	16
	Total	29	30	29
Percentage of pupils at NC level 2 or above	School	94 (93)	97 (93)	94 (98)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	9	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	8	9	9
	Total	19	21	21
Percentage of pupils at NC level 4 or above	School	90 (86)	100 (88)	100 (97)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	7	6	9
	Total	16	17	20
Percentage of pupils at NC level 4 or above	School	76 (83)	81 (85)	95(89)
	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	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	2
White	179
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only and refers to the number for whom data is available.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	28
Average class size	33

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	94

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	376,182
Total expenditure	375,633
Expenditure per pupil	1,671
Balance brought forward from previous year	15,551
Balance carried forward to next year	16,100

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	4	1	1
My child is making good progress in school.	48	51	1	0	0
Behaviour in the school is good.	45	50	2	1	3
My child gets the right amount of work to do at home.	25	53	20	2	0
The teaching is good.	61	34	1	1	3
I am kept well informed about how my child is getting on.	29	48	14	7	3
I would feel comfortable about approaching the school with questions or a problem.	64	27	4	5	0
The school expects my child to work hard and achieve his or her best.	68	29	1	0	2
The school works closely with parents.	38	45	11	6	1
The school is well led and managed.	43	46	7	3	2
The school is helping my child become mature and responsible.	48	49	2	1	1
The school provides an interesting range of activities outside lessons.	11	32	35	18	5

Figures may not total 100% due to rounding

Other issues raised by parents

- The lack of a morning break in Key Stage 2.