

INSPECTION REPORT

HAZLEMERE CofE COMBINED SCHOOL

Hazlemere

LEA area: Buckinghamshire

Unique reference number: 110462

Headteacher: Mr Peter Phelps

Reporting inspector: Robert Cory
8705

Dates of inspection: 20 – 22 March 2000

Inspection number: 182427

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:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hazlemere CofE Combined School Amersham Road Hazlemere High Wycombe Buckinghamshire
Postcode:	HP15 7PZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Jack Marsh
Date of previous inspection:	16 January 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hazlemere Church of England Combined School is a voluntary aided school, maintained by Buckinghamshire Local Education Authority, serving High Wycombe. The school is of average size and has 261 pupils between the ages of three and eleven, of whom 50 are part-time pupils in the nursery unit. The school has similar numbers of boys and girls. The school has 20 pupils from ethnic minorities and four who have English as an additional language, but who are fluent in English. The children come from varied social backgrounds and less than 2 per cent of the pupils are eligible for free school meals, which is well below the national average. The proportion of pupils with special educational needs, which are mainly for speech or hearing impairment or moderate learning difficulties, is well below the national average. The school has nine full-time teachers including the headteacher. There have been considerable changes to the teaching force recently. Five of the teachers are recent appointments made in the last two years, three of these are new to teaching this year and one is a temporary replacement for a teacher on maternity leave. The school's aims are based on providing a Christian ethos, a broad and balanced curriculum, equal opportunities, high expectations, respect for oneself and others and development of the whole child, physically, intellectually, socially and spiritually.

HOW GOOD THE SCHOOL IS

The school provides a sound education. Attainment on entry is above average. By the age of eleven pupils' current standards are above the national average in English, mathematics and science. The teaching is sound. The school's management is good and financial management is very good. The school has made good improvements since the last inspection. It provides sound value for money.

What the school does well

- Most aspects of management are good and financial management is very good.
- The pupils' moral and social development are very good.
- The pupils' personal development and relationships are very good.
- The provision for the expressive arts is very good.
- The provision for pupils with special educational needs is very good.

What could be improved

- Standards in information technology are below expected levels.
- Some teaching does not provide sufficient opportunities for pupils to make good progress and reach their full potential.
- There are insufficient opportunities for extended and creative writing.
- The provision for multicultural education is unsatisfactory.

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 improvements since the last inspection in 1995. Since then the school has:

- improved the standards in mathematics and science at Key Stage 1;
- improved the teaching at Key Stage 1 and with under-fives;
- improved the professional development opportunities for staff;
- rationalised management tasks;
- refined planning strategies and improved the monitoring of the curriculum;

- used assessment well to monitor progress;
- provided details of costs in the school development plan;
- implemented strategies for monitoring teaching and learning.

STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores¹ in National Curriculum tests.

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

In the 1999 national assessments the standards of eleven year olds were very high in English, well above the national average in mathematics and science, and well above those of similar schools. Over the previous three years standards in all three subjects have been maintained at high levels and standards further improved in English in 1999. Current standards observed during the inspection in these three subjects are not as high, but are above the national average and standards of literacy and numeracy are above average. There are no significant differences between the attainments of boys and girls. The school's targets for 1999 in English and mathematics were comfortably exceeded, but the targets for 2000, based on the cohort's earlier attainment, were not raised and are not sufficiently demanding. In the other subjects standards are at the level expected for the age of the pupils, except for information technology, where standards are below the expected level.

Baseline assessments and teachers' records show that on entry to the school, standards are above average. By the age of five the children attain, and many exceed, the desirable learning outcomes. In the 1999 national assessments of seven year olds, the standards were above average in reading, well above average in writing and average in mathematics. These standards were below those of similar schools in reading and mathematics but above in writing. The results for 1999 show an improvement over those for the previous three years in all three subjects. The current standards of seven year olds in these subjects show a further improvement overall and are above average in reading, writing and mathematics.

Pupils' achievements in English, mathematics and science are broadly average. Most pupils, including those with English as an additional language, make satisfactory progress over time and pupils with special educational needs make good progress. However, in several lessons the pupils were not adequately challenged by the work, and there is room for further improvement by providing more challenge, achieving good progress and attaining the high standards attained previously.

¹ Average point scores calculates the average taking into account the number of pupils achieving above and below the expected level (level 4), and is not based solely on the percentage of pupils achieving level 4.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show interest in their work and have positive attitudes.
Behaviour, in and out of classrooms	Good. Nearly all pupils behave well.
Personal development and relationships	Very good. Pupils' personal development is a high priority of the school and they develop responsible attitudes.
Attendance	Very good.

Pupils' attitudes are good. They show interest in their work and respond well to questions. Most pupils are well behaved and apply themselves well to their tasks. No aggressive behaviour was observed and there has been only one recent short-term exclusion. Pupils' personal development is very good. They show considerable respect for the feelings and values of others. Relationships are very good. The pupils co-operate well and are keen to help each other.

TEACHING AND LEARNING

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

Overall the teaching is satisfactory. During the inspection it was at least satisfactory in 93 per cent of the lessons seen. The teaching was good or very good in 37 per cent of the lessons, although in only 4 per cent of the lessons was the teaching very good. Unsatisfactory teaching occurred in 7 per cent of the lessons, and was the result of inappropriate activities and poor class management, resulting in unsatisfactory progress. A similar pattern of teaching occurred at each key stage. The teaching of mathematics is good and the teaching of English is satisfactory. Generally the teaching, particularly of literacy and numeracy, is effective. The pupils' learning is generally sound and is particularly strong in gains in knowledge and understanding. The pupils apply the skills they acquire well and generally make at least satisfactory progress in lessons. More challenging teaching leading to good progress was a feature of the better lessons. However, in several lessons, including English lessons with Year 2 and Year 3 and a mathematics lesson with Year 6, although the pupils made sound progress, the activities were not sufficiently challenging and as a consequence sufficient learning opportunities for pupils to make good progress were not provided. The teaching meets the needs of different groups of pupils satisfactorily. The more able and talented pupils and those with English as an additional language make sound progress. Pupils with special educational needs receive very good support and as a result make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced. It meets requirements. The provision for creative and expressive arts, partly through the good range of after-school activities, is very good. The provision for the youngest pupils in the nursery is good.
Provision for pupils with special educational needs	Very good.
Provision for pupils with English as an additional language	Satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for moral and social development is very good. The provision for spiritual development is good and for cultural development is satisfactory. Some aspects of cultural development, relating to the expressive arts, are very good, but there is a lack of multicultural development.
How well the school cares for its pupils	Good. The school takes good care of the pupils and provides a safe learning environment. There is an absence of oppressive behaviour.

The curriculum provides a good range of learning opportunities. Pupils have equality of opportunity and access to all activities. Good strategies are in place for teaching numeracy and the strategies for teaching literacy are sound. There is a good range of after-school activities, particularly for creative and expressive arts, for which the provision is very good. The provision for personal development is good, particularly the emphasis placed on strong moral and social development. The provision for pupils with special educational needs is very good. The school provides a supportive environment in which pupils are cared for well. Care is taken to ensure the pupils' welfare and safety and appropriate arrangements are made for child protection. Nearly all of the parents feel that the school works well in partnership with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is given a clear direction to its work which reflects its aims and values well, particularly its strong Christian ethos.
How well the governors fulfil their responsibilities	Good. The governors know the school very well and are fully involved in shaping the direction of the school.
The school's evaluation of its performance	Good. The monitoring and evaluation of the work of the school are good. The school has good priorities for development, which have been carried out well, although more could be done to maintain the highest standards and promote good teaching.
The strategic use of resources	Very good. The school's priorities are supported well by very good financial planning and by the very good use of new technology.

The leadership and management provided by the headteacher and governors are good. The governors fulfil their responsibilities well. The school has a clear direction to its work, which reflects its aims and particularly its strong Christian ethos. The school evaluates its performance well. The monitoring and evaluation of the work of the school by the headteacher are good, although there are insufficient opportunities for monitoring by subject leaders. The school has identified good priorities for development, which have been carried out well, and have resulted most notably in improvements in teaching and attainment at Key Stage 1. Nevertheless, current developments could do more to promote the highest standards and good teaching of the oldest pupils. The strategic use of resources is very good. Financial planning is very good and supports the school's priorities very well. Care is taken to obtain the best value and specific grants are used very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • They are able to approach the school with problems. • The school works closely with parents. • The school helps children to become mature and responsible. • The teachers, including the headteacher, are accessible and friendly. 	<ul style="list-style-type: none"> • The amount of work children do at home. • The range of activities outside lessons. • More opportunities for good progress in lessons. • A few parents felt that the headteacher was difficult to approach.

The inspectors examined the parents' concerns very closely. They endorse the parents' positive comments. The inspectors found that the amount of work children do at home is satisfactory. The range of activities outside lessons is good, particularly in the expressive arts. They supported the view of the majority that the headteacher is very approachable. However, the inspectors found that there could be more opportunities in lessons to make good progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Most aspects of management are good and financial management is very good.

1. The school is well managed. The headteacher, assisted by the governing body, gives a clear educational direction to the school. This is demonstrated by the good response of the school to the issues from the last inspection, and particularly by the successful work to raise standards and improve teaching at Key Stage 1. The school has clear aims that reflect its values and particularly its Christian ethos. There is good delegation of duties to members of staff, although the school has had to cope with considerable changes in the teaching force and some aspects of subject leadership, particularly monitoring and support of work and teaching, are yet to be developed. There is very good use of new technology by the headteacher, particularly for the analysis of attainment data and monitoring pupils' progress, which is used effectively to indicate areas for further improvement. The governing body is very effective and it fulfils its responsibilities well. It is fully involved in shaping the direction of the school and in monitoring its strengths and weaknesses, shown particularly by the governors' clear understanding of the issues raised by the last inspection.

2. There is good monitoring and evaluation of the school's performance and effective action is taken to address areas of weakness. The results of the monitoring and evaluation are considered carefully and effective action taken, although more could be done to ensure that good progress is made, particularly by the oldest pupils and that high standards are maintained. There is a good programme for monitoring and appraising teaching by the headteacher. As a result good support is provided for teachers, particularly those new to teaching. However, the subject leaders do not currently monitor standards of teaching. Good priorities are identified for school developments, which are successfully implemented and have previously shown success in improving standards of teaching and learning at Key Stage 1. Good use is made of baseline assessments and attainment results to review performance. Developments in the teaching of information technology are underway but are not yet complete.

3. Educational priorities are supported by very good, careful financial planning, which has resulted in the avoidance of large class sizes and good support for educational developments. Very effective use is made of new technology in management and particularly in the efficient financial administration. Care is taken to ensure that finance is focused well onto priorities, and for example in the last financial year the surplus was directed to improving classroom support and resources, particularly for information technology. Specific grants are used well for their designated purposes. The school takes care to effectively apply the principles of best value. It ensures that standards and costs compare well with those of other schools, that those with responsibilities are challenged to justify the use of resources, that there is competition in the purchasing of resources and services, and that there is consultation before major spending decisions are taken.

Pupils' moral and social development are very good.

4. The provision for the pupils' moral and social development is very good. The school helps pupils to develop responsible attitudes and independence. There is a strong sense of belonging in the school. Pupils are encouraged to become morally responsible members of the school community, following clearly accepted rules and learning to think about the moral consequences of their actions. Assemblies, in particular, help to promote this aspect of pupils' development. The pupils learn that they have a responsibility to encourage

happiness in others and they show good care, encouragement and friendship towards each other and respect and thought towards their teachers.

5. Older pupils respond well to the challenges of responsibility, such as being class monitors. They take their roles seriously and are good role models for the rest of the school. Assemblies are used well to promote friendship and consideration for others. Pupils appreciate the achievements of others, applauding when others are praised for doing something well. Pupils are aware of their role in the local community. They participate in many events, such as local arts' festivals, and they entertain elderly people with their music.

Pupils' personal development and relationships are very good.

6. Relationships are very good. The pupils are open and friendly. They show considerable respect for the feelings and values of others and they are helpful and courteous to each other, staff and visitors. In lessons pupils demonstrate a willingness to co-operate with the teacher and each other. They willingly undertake duties such as acting as book monitors and helping their teacher with those tasks that enable the day-to-day smooth running of their class. The positive relationships formed between pupils and with the teachers are a key factor in the good examples of collaborative work seen in both lessons and extra-curricular activities, and they encourage pupils to develop mature and responsible attitudes.

7. The pupils' participation in extra-curricular activities makes a good contribution to their personal development and many pupils join in with musical productions, sporting events such as the local table tennis league, and fund-raising activities. Many pupils take the opportunity provided by the school to become involved in making suggestions and decisions through an active interest in the school council (Your Voice). They are keen to show initiative and take responsibility. They also work collaboratively with their teachers and other staff around the school, for example, by discussing how they might best raise funds for charity.

The provision for the expressive arts is very good.

8. The school works very hard to give the pupils many good opportunities to participate in one or more branches of the expressive arts. Music is strong in the school, as seen in the admirable school band, which plays in assemblies, in the school choir and in the musical elements of drama, such as a production of 'Starlight Express', which was being rehearsed during the inspection. Drama is well developed, both through dance, such as 'Dragon Valley', which was being rehearsed as part of High Wycombe schools' 'Energise 2000' project, and through the various Christmas plays and concerts produced by the school. There has been an effective drama workshop project, whose members worked with the producer of 'The Railway Children'.

9. All the pupils have the opportunity to participate in any of these activities, as well as entering local festivals of speech and drama, and performing in the choir at local churches. The school provides active encouragement and support to pupils who appear in public ballet, theatre or television productions. The school benefits from its association with the local secondary school, which has lately received Arts College status. The pupils gain a great deal from these wide opportunities, which promote and develop their talents, and improve their speech and presentation and their personal and cultural development.

The provision for pupils with special educational needs is very good.

10. The curriculum makes good provision for the needs of all pupils in the school, taking into account their age, gender and level of attainment. In particular there is well-planned and appropriate support for pupils identified as having special educational needs, which meets the requirements of the code of practice for special educational needs pupils. The support is well matched to their learning objectives, which are set out in their individual education plans and which are frequently reviewed. Pupils with special educational needs are fully integrated into lessons and they have access to the full curriculum.

11. The quality of teaching for pupils with special educational needs is good. Lesson plans provide well-adapted tasks for these pupils. Teachers make an effort to work closely with the pupils to ensure that they understand and can complete similar tasks to their classmates. Specialist teaching of groups of pupils with special educational needs is good. It is based on carefully thought out and staged approaches and pupils are sympathetically and sensitively encouraged to develop knowledge of phonics and the skills of word building. As a consequence these pupils learn well, particularly in English and make good progress. Groups are carefully planned to make sure they do not miss important parts of the curriculum.

12. The co-ordinator for special educational needs devotes considerable time to informal discussions with parents and to establishing good, co-operative relationships between teachers and parents. Much is done to ensure that parents are able to add their knowledge of their children to the assessment process. The school draws appropriately on support from the local education authority and other external agencies.

WHAT COULD BE IMPROVED

Standards in information technology are below expected levels.

13. The standards attained by the oldest pupils at Key Stage 2 in information technology are below those expected for their age, although they attain the expected standards in some aspects of this subject. Pupils in Year 6, for example, used a computer program to apply and reinforce arithmetic skills, showing confidence in their computer skills. Following a discussion, pupils in Year 6 could download their work from a computer. They used good word-processing skills, confidently inputting and copying text, importing graphics, and changing the work according to its purpose. They spoke with real enthusiasm about previous information technology lessons. However, they had covered a limited amount of work and the standard of their work in other aspects of information technology, notably handling information, control and modelling, is below the expected level for their age. Few examples of the use of information technology in other subjects were seen during the inspection. The scrutiny of work and discussions with the subject leader indicate that pupils are only reaching the expected standards for their age in the communication aspects of information technology, and, overall, are below the expected standards for their age.

14. Similarly at Key Stage 1, the pupils only reach the expected standards in some aspects of the subject. Pupils in Year 2, for example, used word-processing skills to prepare a program for a school assembly later in the week, and used the computers in the new computer room confidently. They could save their writing, import pictures, and change the style to suit their purpose. Other pupils in Year 2, working with a student teacher, successfully used a drawing program with different colour effects, successfully applying skills learned earlier. However, pupils' standards in other aspects of information technology, are below expected levels and the standards of the seven year olds, overall, are below expected levels.

15. Pupils' achievements were sound in the lessons seen and they made satisfactory progress. However, because of a lack of previous learning opportunities, they have made unsatisfactory progress over time at both key stages. Their lack of opportunities has resulted in attainments that are lower than they should be.

16. The teaching is sound and encourages the pupils to learn and apply their skills. The pupils complete their tasks and the lessons have a sound pace. They acquire new information technology skills and are keen to apply these. At both key stages the teaching of information technology is sound. Generally, the teachers explain the work well to the whole class and then generally organise work to be completed later, using the computers in the computer room and the available classroom assistance well. However, other computers in the school were rarely used during the inspection, indicating a lack of expertise in using information technology. The pupils with special educational needs and those with English as an additional language receive good support, and make satisfactory progress in lessons, for example using the computers to extend their mental arithmetic well. The pupils behave well. They are keen and show very positive attitudes towards using information technology. They work well on their own and in pairs, and are keen to help each other. Information technology is the subject of ongoing significant school development. The planned curriculum meets requirements although some aspects are currently covered at a low level. The number of computers available has been increased as part of this development, and a specialist room provided, although the room is small for a whole class.

Some teaching does not provide sufficient opportunities for pupils to make good progress and reach their full potential.

17. Whilst the teaching was satisfactory in 93 per cent of the lessons observed and was unsatisfactory in 7 per cent of the lessons, the teaching was good or very good in only 37 per cent of the lessons. In several lessons the learning opportunities provided were not sufficiently demanding for the pupils to make good progress and reach their full potential. For example, in an unsatisfactory mathematics lesson with Year 1, the teacher-led activities involved pupils in counting to 10, to which they responded well, but there were no opportunities provided for the pupils to build on and consolidate these skills, reflecting poor planning. The pupils made unsatisfactory progress as a result. In an unsatisfactory music lesson with Year 6, the pupils listened passively to music by Wagner, linked to a modern play, but the activity was not demanding and the pupils soon lost interest. This again resulted from unsatisfactory planning, leading to inappropriate activities and as a consequence there was unsatisfactory progress in the lesson.

18. In several other lessons whilst the teaching was satisfactory overall, and pupils made satisfactory progress, the nature of the learning activities were not always sufficiently challenging to enable good progress to be made. For example, in a mathematics lesson with Year 6, on the multiplication of decimals, whilst most pupils were working at levels above those expected for their age, the work was not sufficiently challenging to enable the most able to make good progress and attain the highest levels. In an English lesson on poetry with Year 3, although the work covered the technical aspects well, it was limited in its scope and lacked wider challenge, particularly for the most able for whom the pace was not sufficiently demanding. In another English lesson with Years 1 and 2, whilst most pupils were working at a level above that expected for their age, too long was spent on group activities with little opportunity for initiative. The pupils made sound progress but opportunities for the pupils to make good progress were missed.

19. In these lessons a common problem was that insufficient thought was given at the planning stage to ensure that challenging activities were provided for all pupils, particularly the most able, whilst a further problem was that the pace of the lessons was not sufficiently demanding.

There are insufficient opportunities for extended and creative writing.

20. The quality of writing is not as high as standards in other aspects of English and literacy. Writing skills are taught across the school, but the techniques of writing in a sustained and extended manner are not fully developed. Too much writing is done in short bursts in literacy lessons and some is not completed and does not stretch pupils to their full potential. For instance, pupils in Year 6 produced story plans, rather than writing the full stories. The few extended pieces of writing the pupils complete are graded and kept in their portfolios, but they are insufficient to provide the regular practice needed to develop the writing skills involved.

21. The range of styles, genres and tasks covered in written activities is good, satisfying all the target areas of the National Literacy Strategy, which has been firmly implemented throughout the school. However, although the shared work in the literacy hour is well paced and usually absorbing, pace is sometimes allowed to slip during group work, which is when the individual writing is done. In these sessions, some pupils lose the sense of urgency and do not make the high levels of effort needed to produce good extended and creative writing.

The provision for multicultural education is not satisfactory.

22. The school does not provide pupils with a sufficiently broad range of opportunities for developing multicultural understanding and knowledge, and preparing pupils to work in a multicultural society. Cultural development within the school in other respects is good. Pupils are given good opportunities to extend their knowledge of European culture and of art and music. They are also provided with very good opportunities for expressive arts and with visits to local places of interest, which have a positive effect on their learning. However, the school does not work sufficiently to develop an understanding of the differences and similarities that distinguish different cultures and beliefs. Pupils are not given a sufficient range of experience of other cultures, which they need to prepare them for life in a multicultural society. They are not made sufficiently aware of the diversity and richness of other cultures, which surround them in Britain today.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the good standards being achieved in many areas of the school, the governors, headteacher and staff should:

Improve standards in information technology; by:

- ensuring that all aspects of the subject are covered at an appropriate level for the age of the pupils;
- providing more training for teachers.

(Paragraphs 13,14,15,16)

Provide more opportunities in lessons for pupils to make good progress and reach their full potential; by:

- improving the planning of lessons;
- providing a better range of more challenging learning activities;
- improving teachers' expectations;
- ensuring that the lessons have a good pace.

(Paragraphs 17,18,19)

Improve the quality of the pupils' extended and creative writing; by:

- providing more opportunities for extended and creative writing both in English lessons and across the curriculum;
- ensuring that a sufficient quantity of work is completed.

(Paragraphs 20 and 21)

Improve the provision for cultural development by providing more opportunities for multicultural education; by:

- Providing more opportunities to gain experience of other cultures throughout the curriculum, by a greater use of visitors, providing more resources and by providing more learning opportunities.

(Paragraph 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	33	56	7	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 – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	25	211
Number of full-time pupils eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	3	36

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.7
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	19	12	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	18
	Girls	10	10	10
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	90 (84)	87 (84)	90 (81)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	10	10	10
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	87 (84)	90 (91)	90 (81)
	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	15	17	32
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	16	15	17
	Total	30	29	31
Percentage of pupils at NC level 4 or above	School	94 (79)	91 (85)	97 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	17	16	17
	Total	32	30	32
Percentage of pupils at NC level 4 or above	School	100 (94)	94 (91)	100 (91)
	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	5
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

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

Financial information

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	10.0
Number of pupils per qualified teacher	26
Average class size	24.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	112

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25

Total number of education support staff	1.0
Total aggregate hours worked per week	23

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial year	1998-99
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	£
Total income	383194
Total expenditure	392057
Expenditure per pupil	1648
Balance brought forward from previous year	31543
Balance carried forward to next year	22680

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	236
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	2	0
My child is making good progress in school.	43	45	8	4	1
Behaviour in the school is good.	30	56	4	6	3
My child gets the right amount of work to do at home.	20	50	17	4	10
The teaching is good.	46	46	4	2	3
I am kept well informed about how my child is getting on.	41	46	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	29	0	2	1
The school expects my child to work hard and achieve his or her best.	61	31	4	1	3
The school works closely with parents.	58	37	4	2	0
The school is well led and managed.	56	34	4	2	4
The school is helping my child become mature and responsible.	49	42	4	1	4
The school provides an interesting range of activities outside lessons.	20	33	16	7	24

Other issues raised by parents

At the parents' meeting and in the letters received, the following points were made.

What pleases parents:

- Children like coming to school.
- They can approach school with problems.
- School works closely with parents.
- School helps children to become mature and responsible.
- The teachers including the headteacher are accessible and friendly.

What parents would like to see improved:

- The range of activities outside lessons.
- More opportunities for good progress in lessons.
- A few parents felt that the headteacher was difficult to approach.
- The amount of work children do at home.