

INSPECTION REPORT

**Lympsham C of E First School
Weston-Super-Mare**

LEA area: Somerset

Unique Reference Number: 123810

Inspection Number: 183346

Headteacher: Mrs L E Newman

**Reporting inspector: Peter Mathias
21945**

Dates of inspection: 13 – 15 September 1999

Under OFSTED contract number: 707758

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable.

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline

Tel. 0171421 6567

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
Type of control:	Voluntary controlled
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Rectory Way Lympsham Weston Super Mare BS24 0EW
Telephone number:	01934 750473
Fax number:	01934 750954
Appropriate authority:	The governing body
Name of Chair of Governors:	Mrs C N Tratt
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Peter Mathias, RgI	Mathematics Science Design and technology Information technology Art Music	Attainment and progress Teaching Leadership and management
Mr Tony Comer, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing and accommodation
Mrs Shirley Duggins	Under-fives English History Geography Physical education Religious education Special educational needs Equal opportunities	Attitudes, behaviour and personal development Curriculum and assessment Pupils' spiritual, moral, social and cultural development Learning resources

The inspection contractor was:

Full Circle
38 Headlands Grove
Swindon
Wiltshire
SN2 6HF

01793 641386

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 4

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

5 - 28

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

29 - 60

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

61 - 82

Leadership and management

Staffing, accommodation and learning resources

The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	83 - 90
English, mathematics and science	91 - 115
Other subjects or courses	116 - 149

PART C: INSPECTION DATA

Summary of inspection evidence	150
Data and indicators	151-157

MAIN FINDINGS

Pupils enter school with a slightly above-average basic skills.

What the school does well

- .Attainment in English in speaking and listening and writing at the end of Key Stage 1 is above average and pupils in Key Stage 2 are well on their way to reach at least the expected standards in these areas by the time they are 11.

- .In mathematics pupils within Key Stage 2 are well on their way to at least reaching the expected standards by the time they are 11.

- .The quality of teaching within Key Stage 2 is good.

- .The quality of support, guidance and pupils' welfare is high.

- .There are very good links with parents and the local community.

- .The overall quality of leadership and management is good. There is a very clear educational direction to the school. The planning, monitoring and evaluation progress for this is very good. Financial planning is very good.

- .There is a very good match of the number, qualifications and experience of support staff, who generally support the curriculum well.

Where the school has weaknesses

I. Teaching time is not always used effectively to teach the subjects of the National Curriculum.

II. Teaching and learning are restricted by the design of the building.

III. Children under five do not always receive opportunities and resources to experience all the areas of learning considered desirable for pupils of this age. The school lacks a coherent plan for the education of these children and sufficient appropriate resources.

IV. More able higher attaining pupils do not make the progress they might in mathematics and science because they do not have sufficient opportunities to learn investigative skills.

V. There is insufficient attention given to encouraging pupils to use a range of strategies to pronounce words when they are learning to read.

VI. Provision for pupils' spiritual and cultural development is not as good as provision for their moral and social development.

VII. The school does not give sufficient attention to the study of other world religions within its teaching of religious education.

VIII. There are insufficient opportunities for pupils to become independent learners and to have responsibilities.

The weaknesses are outweighed by what the school does well but they will form the basis of the governors' action plan which will be sent to parents and guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection in April 1996 the school has made some significant improvements.

Standards have been raised in English in both key stages and in mathematics within Key Stage 2. There have also been improvements in standards in information technology, art, music and physical education.

The quality of teaching is now much higher. In nine out of ten lessons teaching is satisfactory or better.

In only a very small number of lessons teaching is unsatisfactory. In the previous inspection one in

four lessons were unsatisfactory. Teachers have completed policies and schemes of work for the National Curriculum subjects which relate closely to the school's aims and provide guidance for teachers' planning and the monitoring of pupils' work.

There are good opportunities in information technology for pupils to evaluate their own progress.

Teachers assess pupils' work appropriately and use the information they gather to plan effectively.

Governors are well informed and work closely with the headteacher to monitor the efficiency and effectiveness of the curriculum.

The school development plan and school improvement plan have well-defined criteria to judge the success of initiatives.

The governing body has worked successfully to increase available accommodation. Plans are on the point of completion.

The school has set itself realistic targets to improve levels of attainment in mathematics, science, art and music. It has put in place procedures for assessment, planning and the training of support assistants.

The school has also identified the need to increase its accommodation.

Most of these targets have been met although the improvement to the school's accommodation has yet to be put in place. Currently the school is anticipating that this should occur in the near future.

The school is well placed to continue to improve.

·

· **Standards in subjects**

This table shows the standards achieved by seven year olds in Year 2 based on the National Curriculum tests of 1998. Pupils in Key Stage 2 complete the national assessments for 11 year olds following their transfer to another school:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
Reading	C	E	<i>average</i> C
Writing	A	A	<i>below average</i> D
Mathematics	B	C	<i>well below average</i> E

This shows that in 1998 standards when compared to all schools in reading were average. In writing they were high. In mathematics standards were above average. However, when compared to those in similar schools standards were well below in reading and well above average in writing. Standards in mathematics were average for similar schools. This variation in the overall performance of pupils is related to a higher than average percentage of pupils tested whom the school considered to have some degree of special educational needs in reading. The most recent assessments in 1999 indicate the standards in reading in the tests have risen. With this exception standards in national assessments at age seven in English and mathematics have remained consistently above the national average in the last three years.

Currently at the end of Key Stage 1 the work in English in speaking and listening and writing is above average. In reading it is average. In mathematics standards are average at the end of Key Stage 1 and pupils are attaining higher than this within Key Stage 2. In science standards are average across the school. In information technology standards exceed those expected. In religious education standards are in line with those expected in the locally agreed syllabus. In art, within Key Stage 2, music and swimming within physical education, standards are above those expected. In art within Key Stage 1, design and technology, geography and history standards are about those expected. Progress is good in literacy and in numeracy where pupils do particularly well within Key Stage 2.

The progress of children under five is satisfactory in language, literacy and mathematics. Currently progress in personal and social development, physical development, knowledge and understanding of the world and creative development is limited because of the way the class is organised, so that these children do not receive sufficient appropriate opportunities in these areas. However, teachers' planning indicates that in the longer term these areas are addressed. From previous evidence attainment by the age of five is in line with expected levels.

• **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 9 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Good	Good
Science	n/a	Satisfactory	Satisfactory
Information technology	Satisfactory	Good	Good
Religious education	n/a	Satisfactory	Good
Other subjects	Satisfactory	Satisfactory	Satisfactory

Nearly all teaching was satisfactory or better. In one in three lessons it was good or very good. While standards are consistent across the school, a particular strength is the good teaching which provides well for older pupils in Key Stage 2. The implementation of the National Literacy Strategy has been successful and the national numeracy initiative has been introduced purposefully.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Satisfactory between pupils. Between adults and pupils relationships are positive.
Attendance	Good.
Ethos*	Purposeful, caring, supportive. Staff are heavily committed to working closely with each other and governors to raise standards further.
Leadership and management	The headteacher and governors give a very clear sense of direction and purpose. Governors are very committed to the school and work closely with staff. They are well aware of the quality of education in the school and the means of judging the success of its initiatives.

Curriculum	Provision for the under-fives is currently limited for personal and social development, physical development, knowledge and understanding of the world and creative development. In other areas of learning considered desirable for children under five it is sound. The planned curriculum for Key Stage 1 and Key Stage 2 is satisfactory. There are good opportunities for music and some team games.
Pupils with special educational needs Spiritual, moral, social & cultural development Staffing, resources and accommodation	Provision for special educational needs is good and all pupils make at least satisfactory progress. Often progress is good. Provision for pupils' moral and social development is good. Provision for spiritual and cultural development is satisfactory. Staffing levels for teaching staff are satisfactory. For support staff they are very good. Arrangements for the professional development of all staff are good. The accommodation is poor in that some classes are too small and lack sufficient space for pupils to work effectively. Movement around the school is difficult. Resources are adequate but access to many of them for both pupils and teachers is limited. **
Value for money	The school provides satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

*** The school has nearly completed plans to site a temporary building with two additional classrooms. This initiative has the potential to resolve some of the inadequacies in the accommodation.*

• **The parents' views of the school**

What most parents like about the school

- IX. Encourages parents to play an active part.
- X. Is approachable when there are problems.
- XI. Handles complaints well.
- XII. Gives a clear picture of what is taught.
- XIII. Enables a good standard of work.
- XIV. Encourages involvement in more than just lessons.
- XV. There are positive values and attitudes.
- XVI. The school achieves high standards of good behaviour.
- XVII. Children like coming to school.

What some parents are not happy about

- XVIII. The information the school provides
- XIX. The work expected to be done at home.

Forty two responses were received from the 84 questionnaires sent out. The inspectors' judgements support parents generally positive views of the school. This school provides appropriate information about their children's progress. A reasonable amount of homework is regularly set.

· **KEY ISSUES FOR ACTION**

The headteacher, staff and governors, with the support from the local education authority, should:-

- (i) review the school timetable so that teaching time is used effectively throughout the day and more sharply focused upon the National Curriculum; (Para 32)
- (ii) complete the current plans for the addition of a new classroom and put in place systems to give teachers and pupils easy access to teaching and learning resources; (Para 73)
- (iii) plan a detailed scheme of work for children under five to provide them with appropriate opportunities and resources to experience the full range of outcomes considered desirable for this age group; (Para 36)
- (iv) raise expectations of what higher attaining pupils can achieve and provide them with appropriately challenging work particularly within the areas of mathematical and scientific investigation. (Para 13)

In addition to the key issues above the following less important areas should be considered for inclusion in the action plan.

- provide greater opportunities for pupils to learn different ways of accurately sounding words they do not know in their reading books; (Para 96)
- increase the planned provision for pupils to experience the spiritual dimensions of life, in assemblies and in their work in their classrooms; (Para 48)
- widen pupils' experience of world cultures and give greater emphasis in teaching and learning to the multi-cultural nature of society; (Para 52)
- give more emphasis to the study of other world religions in religious education; (Para 123)
- provide pupils with regular planned opportunities to become independent learners and to develop further their sense of responsibility. (Para 26)

· **INTRODUCTION**

· **Characteristics of the school**

1. Lymsham is a smaller than average Church of England voluntary controlled first school. It has 84 pupils on roll with an almost equal number of boys and girls. There are 20 pupils in the reception class who currently attend on a part-time basis. The school roll has increased substantially since the last inspection. Children start school generally at the beginning of the year in which they will reach their fifth birthday. Pupils are currently taught in three mixed age classes by the headteacher and three other teachers all of whom, with the exception of the headteacher, are part-time. The school has nearly completed its plans to add a temporary building to provide an additional classroom.
2. The school is situated in a village community south of Weston-Super-Mare. Pupils come from the village and surrounding areas. Generally they have levels of attainment just above those typically found. There is a range of family circumstances. However, most pupils come from home where there is a degree of advantage. There are no children for whom English is an additional language. One pupil is considered eligible for free school meals. This is a well-below-average proportion for schools of this size. Seven pupils are considered by the school to have some degree of special educational needs; of these, five pupils are between Stages 3 and 5 of the statutory procedures required under the Code of Practice for special educational needs.

These figures are well below average for a school of this size.

3. The school has a broad statement of aims expressed through its mission statement. This emphasises:-

- .a commitment to providing an education of a high standard;
- .the provision of a caring atmosphere for pupils;
- .the development of pupils' personal and social abilities;
- .the schools religious character and its partnership with the local church and diocese.

1. The school has not set realistic targets to raise standards further.

4.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	10	10	20

4. National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	8	7	10
	Girls	10	10	10
	Total	18	17	20
Percentage at NC Level 2 or above	School	90 (100)	85 (100)	100 (88)
	National	80 (80)	81 (80)	84 (84)

4. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6	10	6
	Girls	10	10	10
	Total	16	20	16
Percentage at NC Level 2 or above	School	80 (94)	100 (94)	80 (100)
	National	81 (80)	85 (84)	86 (85)

.....
1 Percentages in parentheses refer to the year before the latest reporting year

4.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

4.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

4. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	4
	Satisfactory or better	96
	Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

4. Attainment and progress

2. Attainment within the school is satisfactory. In the 1998 national assessment tests for seven year olds both boys and girls reached above average levels in reading and writing. In mathematics girls did less well reaching average standards compared to the above average standards reached by boys. This variation in mathematics is not reflected in current standards nor in the most recent national assessments where there is no significant variation in the relative performance of boys and girls. In the 1998 national assessment tests at the end of Key Stage 1, standards in English in reading are average and in writing they are well above average. In mathematics they are above the national average. In the science assessments which teachers undertook in 1998 pupils' results were low overall although very high in comparison to the national average in materials and their properties. A below-average percentage of pupils attained above the expected Level 2 in these assessments. The most recent assessments in 1999 show an improvement particularly in the scientific areas of life processes and living things.
3. In the last three years results have been above the national average in writing and mathematics. In reading there has been a decline from above to average standards from 1996 to 1998. This is closely related to a small group of Year 2 pupils in 1998 tests whom the school had recognised as having some degree of special educational needs in reading. Their performance in this context is good. Currently information relating to the 1999 tests indicates that standards in reading have risen.
4. Pupils within Key Stage 2 make good progress in English and mathematics and many are well on their way to exceed the standards expected of 11 year olds.
5. Most children start school at the beginning of the school year in which they will be five. They have levels of all round development and attainment which are above those found nationally in children of a similar age. They have well advanced personal and social skills and make good progress in language and literacy. In mathematics their attainment is satisfactory. Progress in children's knowledge and understanding of the world, creative development and physical development is limited because of the current lack of provision for these areas of learning. Currently levels achieved by pupils who have just begun Year 1 indicate that by the age of five most are ready to begin the National Curriculum.
6. Currently attainment in English at the end of Key Stage 1 is close to the national average in reading and well above the national average in speaking, listening and writing. In the previous inspection standards in these areas were average. There has been a significant improvement in standards in speaking and listening but not in reading. The literacy hour is systematically taught and work is carefully planned to ensure that all the elements of the strategy are appropriately taught. From an early stage pupils produce a good range of written work, writing appropriately for a range of purposes. The standard of their writing as part of work linked to other subjects; for example in art, is above average. Nearly all take a pride in presenting their work neatly. Pupils within Key Stage 2 are making good progress and many have legible joined handwriting. Older pupils have well-developed reference skills. This area was highlighted as a weakness in the last inspection which has been rectified.

7. Progress in English is good overall through the school in speaking, listening and writing. Progress is satisfactory in reading. Pupils in Year 1 receive appropriate support which enables them to build on their understanding of letters and words. Within Key Stage 2, pupils make particularly good progress which reflects the good opportunities which are provided so that pupils in Year 3 and Year 4 are able to use language expressively, for example in writing their own poems linked to their work about famous artists and for a wide range of other purposes. Pupils make good progress during the literacy hour and there are good opportunities in other subjects for them to put these skills into practice, for example in the use of information technology to draft and improve their writing.
8. Pupils with special educational needs make good progress according to their individual abilities and needs towards the targets outlined for them in their individual educational plans. They are encouraged warmly and receive purposeful help so that they work hard and effectively.
9. In mathematics standards are average at the end of Key Stage 1 and pupils within Key Stage 2 are making good progress. They are well on the way to attain at least average standards by the end of Key Stage 2 assessments for 11 year olds. Since the last inspection attainment has improved within Key Stage 2, although standards are the same at the end of Key Stage 1.
10. Standards in numeracy are satisfactory and pupils have made a purposeful start to the numeracy initiative. By the age of seven most pupils can count confidently within ten and 20. They can recall addition and subtraction facts to ten and are beginning to understand place value to 100. They can identify and use halves and quarters and are beginning to understand patterns in number sequences. However, their progress in problem solving and in investigative mathematics is limited and particularly the more able do not make the progress of which they are capable. This is because they have limited opportunities to carry out practical activities. Older pupils within Key Stage 2 have good recall of addition and subtraction facts within 100 and can add and subtract, multiply and divide quickly and accurately. They can make realistic approximations and measure accurately. They make good use of information technology to handle and interpret data.
11. In science at the end of Key Stage 1 attainment is average and pupils within Key Stage 2 are on their way to attain average standards at the end of the key stage. In the previous inspection standards were the same. Generally progress is satisfactory. However, pupils' progress in the experimental and investigative aspects of science are unsatisfactory because of the lack of regular planned opportunities for these to take place and the restrictions of adequate space in some classes. More able pupils particularly do not reach the standards of which they are capable. By the end of Key Stage 1 pupils know that living things grow and reproduce. They know that plants and animals need specific conditions to survive. They have some understanding of the force of magnets and are beginning to understand how sound travels. They have only a limited understanding of how to use simple equipment and how to make and record their observations.
12. Within Key Stage 2 pupils know that rates of growth are dependent upon variables. They can record information graphically and use information technology to process the data they collect. They can generalise from information they have gathered. However, their progress in experimenting and hypothesising is limited and they have a weak understanding of fair testing and the scientific process.
13. Pupils at the end of Key Stage 1 attain well in the skills of information technology and within

Key Stage 2 pupils are well on their way to exceed the standards generally found amongst 11 year olds. Progress throughout the school is good. Younger pupils use the keyboard and mouse competently. They are able to save data and retrieve stored information. They are aware of the uses of computers in the outside world and can programme a device to follow a series of commands.

14. Older pupils within Key Stage 2 can file and print their work effectively. They confidently use computers to handle data they have collected. They can merge text and pictures to produce their own documents. They update records of what they have achieved, making their own files for this.
15. In religious education pupils' attainment is in line with the expected levels set in the locally agreed syllabus. Pupils within Key Stage 2 are in line to meet the expected levels in the locally agreed syllabus for 11 year olds. Progress overall is satisfactory. Within Key Stage 1 pupils can re-tell some Bible stories from the Old and New Testament and identify with the characters within them. Within Key Stage 2 pupils know about and are developing a sound understanding of the principles of Christianity and the purposes of Christian religious artefacts. Their knowledge of other world religions is less well developed.
16. In art, standards are at expected levels at Key Stage 1 and above within Key Stage 2, which is an improvement since the last inspection.
17. In music, standards are above expected levels at both key stages and pupils make good progress.
18. In physical education pupils make good progress in swimming to reach the standards expected of 11 year olds. In other areas progress of physical education is satisfactory. In geography and history progress is satisfactory and attainment across the school is in line with standards usually found. This is a similar picture to that seen in the last inspection in geography and history.
21. **Attitudes, behaviour and personal development**
19. Pupils' attitudes, behaviour and personal development are satisfactory. Their attitudes towards the school are good. They enjoy coming to school, where an orderly, secure and caring atmosphere promotes positive attitudes towards learning. Pupils are relaxed and happy. They do take notice of the thoughts and comments of other pupils in the class and listen attentively to their teachers. They willingly participate in the skilful question-and-answer sessions seen at the start of most lessons and co-operate readily with teachers to look at completed work together at the end of sessions. The majority settle quickly to tasks that they have been set and display good levels of concentration. The previous inspection reported that a small minority of pupils were easily distracted and complacent in their approach to work and this is still the case for a few. There are times when pupils are not under close supervision, such as group literacy tasks, and concentration is not sustained. Generally pupils are polite, courteous and helpful to each other and to other adults. They co-operate together well in pairs and small groups in which they actively encourage and support each other.
20. Children who are under five have been in school for only just over a week on a part-time basis. They make satisfactory progress in developing their personal and social skills. They play well at break times and enjoy the company of older pupils in the playground. They are settling well to the morning routine of the school and listen well to adults.
21. Overall, behaviour is satisfactory and makes a decided contribution to the standards achieved.

Pupils reflect the good ethos in the school and are caring and sensitive to the needs of others. The positive management strategies in the behaviour policy are generally effective.

22. Relationships in school between the pupils themselves and between pupils and adults are good. The school is a friendly, very caring community where pupils, teachers, classroom assistants, supervisory staff and parents consistently work well together. The great majority of parents' questionnaires returned and the comments at the parents' meeting with inspectors indicate that they are confident and that their children are happy to come to school.
23. Responsibilities, as in the previous inspection report, are fostered in small ways, as when pupils' design and agree class rules. Pupils of all ages are keen to take responsibility for different tasks around the school. There still tends to be an over-reliance on adult organisation with too few opportunities to exercise initiative. There has been a recent visit to the Long Aston Research Centre and participation in the Cheddar Valley Music Festival. These activities along with educational visits, visitors to the school and the good provision of extra-curricular activities; for example the dance club, offer many opportunities for further personal development to which pupils respond in a very positive and enthusiastic manner. Many events are organised by the school which involve the local community and church, such as Harvest celebration, which successfully promotes pupils' personal and social skills.

26. **Attendance**

24. The pupils' attendance record is good, and unauthorised absence is rare. This represents an improvement since the last inspection.
25. Pupils enjoy coming to school and arrive punctually, allowing lessons to start on time. Registers are effectively monitored, and legal requirements for recording attendance are met. However, the school prospectus does not include the required information about attendance figures.

28. **QUALITY OF EDUCATION PROVIDED**

28.

Teaching

26. The quality of teaching is satisfactory and shows a significant improvement since the last inspection. Then one in four lessons were unsatisfactory since then there have been some changes in teaching staff. Now the quality of teaching is consistently better. In over nine out of ten lessons teaching is satisfactory or better. In one in three lessons it is good or very good. The good teaching is found at both key stages but is a particular feature within Key Stage 2. This has a clear impact on the standards older pupils are currently attaining and the progress they are making throughout both key stages.
27. In the teaching for children under five there are intentions to provide these children with a range of experiences considered desirable for children of this age. During the inspection this did not always happen and in some circumstances these children were not provided with sufficient opportunities to develop their personal and social skills, physical skills, their knowledge and understanding of the world and creative ability. They were taught alongside pupils in Year 1 in similar ways. While a good level of support from teaching assistance was available, it was not always well used to help enhance the learning of this group of children.
28. Within Key Stage 1 in nine out of ten lessons the quality of teaching is at least satisfactory. In one in four lessons it is good. In Key Stage 2 all lessons are satisfactory or better and in five out of ten lessons teaching is good or very good. The small number of very good lessons are

found within Key Stage 2. Only a very small number of lessons were unsatisfactory. In the lessons where teaching is good or very good, lessons begin with a lively and brisk introduction in which pupils are given a clear understanding of what is expected of them. They are regularly reminded of these targets and the time left to reach them. Generally teachers have high expectations of their pupils, although in some lessons while the needs of most pupils are met there is insufficient challenge in the task set for the more able. Teachers plan and prepare carefully so that they have appropriate resources to hand, for example in their numeracy lessons. They have a very secure subject knowledge, so that in mathematics the teacher is able to question effectively in a variety of ways to review what pupils have learned. Pupils are warmly praised and encouraged to give of their best. There is a caring and purposeful attitude to the pupils. Pupils' work is carefully marked and some, but not all, comments, clearly encourage pupils to think of ways of improving their work. In some lessons, for example in information technology, older pupils are encouraged to keep their own records of achievement.

29. In the six out of ten lessons where teaching is satisfactory and in the very small number of lessons where teaching is unsatisfactory lessons are well planned but some are slow to start. The brisk pace of learning which is a feature of the introduction to many lessons declines and pupils are not encouraged to keep up their original energies. Some lessons are unproductive because large parts of them are taken up with domestic tasks. In some instances time set aside for teaching is used ineffectively, for example in waiting for long periods to begin an assembly.
30. All staff are aware of individual pupil's needs and are invariably positive and encouraging. This is a particular strength of the school. Pupils with some degree of special educational needs are well supported both by teachers and by their assistants and work confidently in classes and when receiving individual help.
31. Generally teachers plan carefully together what they will teach and assess pupils' work thoroughly. This information is used well to plan future work and to judge the standards that pupils should attain on transfer to the next stage of their education. However, in some lessons work for more able pupils lacks challenge. This was a weakness at the time of the previous report and it remains so.
32. Appropriate regular homework is set in English and mathematics and in other subjects from time to time. It is based around the detailed homework policy and includes guidance to parents on the teaching of reading. Pupils with some degree of special educational needs are well supported in this, and their individual needs are identified and addressed.

35.

35. **The curriculum and assessment**

33. The provision for children under five is unsatisfactory. There is no coherent, school scheme of work for the children under five that is suitably based on the recommended Desirable Learning Outcomes. Planning for these children lacks sufficient detail and clear progressive steps. The balance between structured activities and free play is inappropriate. The teacher's expectations and purpose in practical activities lack specific, skill-related learning objectives. The teacher knows the children well and suitable routine assessment procedures are in place. The accommodation is not satisfactory with space at a minimum. Children under five, working in a mixed age class with Key Stage 1 pupils, spend too long at times in passive activities in large groups. Their curriculum does not always provide quality experiences for young children that are matched to their needs. The absence of a secure outdoor play area, restricted space in the classroom and the limited range of large resources available make it difficult to plan an appropriate curriculum to develop pupils' physical and creative skills.

34. Within Key Stage 1 and Key Stage 2 the school provides a sufficiently broad and balanced curriculum that successfully reflects the school's aims and effectively contributes to pupils' physical, social and the majority of pupils' intellectual development. Insufficient opportunities are given to challenge the more able pupil. It offers a curriculum containing all the required subjects at both key stages.
35. Weaknesses noted in the previous report were related to time allocation to subjects. Improvements have been made with enough time allocated to English and mathematics to enable the National Literacy and Numeracy Strategies to be effectively implemented. Although some improvements have been made in the planning of investigational work in mathematics and science since the last inspection, there still remain some inadequacies.
36. The school successfully uses the framework documents from the National Literacy and Numeracy Strategies as a basis for the teaching of English and mathematics. Personal, social and health education is planned separately and through the science curriculum.
37. Policy documents provide broad guidance on each subject and appropriate teaching methods. The school suitably plans a rolling programme of topics over a two-year period that considers the mixed-age year groups effectively. Short-term plans do not consistently identify the skills, knowledge and understanding to be learned in each lesson that are effectively linked to the Programmes of Study in the National Curriculum. Therefore they do not always provide suitable criteria for assessment, or a firm foundation for the further development of each subject.
38. All pupils have equal access to the whole curriculum provided. Along with close links between the phases in their education, pupils are well prepared. The provision for pupils with special educational needs meets the curricular requirements of all pupils on the school's Code of Practice register. No pupil is disapplied from the National Curriculum. Individual education plans for pupils with special educational needs illustrate detailed programmes of realistic, progressive learning steps to guide pupils, teachers and parents. The class teacher and non-teaching assistants give sufficient support to these pupils so that good effective progress is made across the curriculum. Pupils with special educational needs are fully involved in the life of the school.
39. The previous inspection found that there were no organised sporting activities during lunchtime or after school. The school now provides a good range of out of school activities for the pupils in sport and music, which successfully enhances the curriculum. A significant number enthusiastically attend these, for example the dance club where the session was enjoyed by all. Good progress was made in learning the routines of a folk dance and the standard of performance. Pupils have been on a number of school visits to enrich the wider curriculum; for example younger pupils visited Burnham-on-Sea in relation to their geography topic and older pupils visited Long Aston Research Centre, as part of their science lesson.
40. Parents feel that too much homework is being set. However, if it is not completed because of social commitments or lack of time, the school understands. During the time of the inspection it was evident that an acceptable amount and range of homework was set, such as reading, collecting items for a lesson and learning spellings.
41. Assessment procedures for the progress of children under five are satisfactory. As the inspection was at the beginning of the school year baseline assessments were not fully

completed as they have been previously. Close links are in place between the playgroup and the school. Assessment booklets are handed over and continued. These contain reference to the Desirable Learning Outcomes.

42. In Key Stages 1 and 2 assessment criteria which relate to National Curriculum Programmes of Study are not consistently identified on individual teacher's daily planning sheets. Teachers know their pupils very well. Day-to-day oral assessment is effective and used purposefully to promote pupils' learning. Marking is completed but does not always sufficiently support the pupil to improve and extend their learning. Appropriate and effective systems are in place for assessing pupils' attainment in English and mathematics which are useful and well planned. Assessments are set for other subjects at the end of a topic. Review for pupils with special educational needs is regular and fully involves teachers and parents.
43. Regularly up-dated individual records of achievement contain test results and samples of work chosen by teachers and pupils. As highlighted in the previous inspection report the work accumulated is not annotated to explain its context of activity or the standard achieved. As assessment criteria for subject skills, knowledge and understanding is not consistently identified on teachers' short-term plans, assessment is not always used effectively to plan future steps in learning. The information from the Standard Assessment Tests at the end of Key Stage 1 are effectively analysed to plan future developments.
46. **Pupils' spiritual, moral, social and cultural development**
44. Overall, the provision for pupils' spiritual, moral, social and cultural development is satisfactory.
45. Provision for pupils' spiritual development is satisfactory. Collective acts of worship meet statutory requirements. Spiritual awareness is occasionally but not consistently fostered through other areas of the curriculum such as religious education, English, art and music. Although these subjects provide opportunities for reflection and appreciation it is not always well developed. However, pupils are successfully taught to value different qualities such as friendship, care and consideration. Pupils' written prayers show that they are developing an awareness of values and appreciation. The school's syllabus for religious education encourages pupils to learn about Christianity and Judaism, as another major world religion.
46. The provision for pupils' moral development is good. Moral development is well fostered in reception class and continues throughout the school. From the outset pupils are taught the principles of separating right and wrong. The courteous manner in which pupils conduct themselves in a wide variety of situations shows that they have a clear understanding of these concepts. The behaviour policy sets clear strategies to encourage positive behaviour through care, courtesy and consideration. Pupils help to design and agree school rules so they know exactly what is required of them and the vast majority behaves accordingly. Strategies are in place and understood by all to deal early with any incidence of bullying. There were no instances of bullying during the inspection. Parents agree that if any bullying does occur it is dealt with very quickly. The school closely monitors behaviour, and pupils feel confident that they can talk to teachers and other adults if they are experiencing any problems.
47. Staff provide good role models, fostering positive values such as patience, honesty and fairness.
48. Provision for pupils' social education is good. Pupils are encouraged to accept some

responsibilities for the smooth running of the school day. They do so eagerly and efficiently. Opportunities for older pupils to have further responsibilities to support their personal and initiative development are limited. Visits by speakers also encourage pupils' social skills. Pupils' sense of citizenship and of the needs of others is successfully developed through the school's support of various charities, its link with the church and the celebration of church festivals throughout the year, for example Harvest. Pupils are encouraged to work co-operatively from the earliest days in school. They have opportunities to represent their school in team situations and are conscious of the benefits of fair play. A satisfactory range of educational visits, local and further afield, provides additional opportunities for pupils to relate to one another and adults. Relationships within the school are good at all levels.

49. Satisfactory provision is made for pupils' cultural development. The school has recognised, that although some improvement has been made since the last inspection, there is need for further development. Knowledge of other cultures is fostered through various subjects of the curriculum, particularly English, art, music and religious education but the provision lacks sufficient depth and coherence. In art lessons, appreciation of the features and talents of famous artists is satisfactorily developed. There are few opportunities to compare values and beliefs of other faiths and cultures. Their festivals are rarely acknowledged. Pupils find it difficult to develop an appreciation and understanding of the rich diversity of cultures today. The school offers good opportunities to explore their own Christian cultural traditions and an awareness of their own community and its values.

52. **Support, guidance and pupils' welfare**

50. The support and guidance which pupils receive, both formal and informal, are good.
51. Procedures for monitoring academic progress and personal development are satisfactory. The support given to pupils with special educational needs is good. Procedures for children under five for beginning school and for moving on to the next phase of their education are good and are exemplified by the close liaison between the local middle school and all of its feeder first schools.
52. Procedures for monitoring and promoting discipline, good behaviour and good attendance, are good and are supported by parents and governors through the school aims and policies. School policies and procedures for ensuring the health, safety and protection of pupils are good.
53. The school provides a welcoming and caring environment which is valued by all members of the school community and which has a beneficial effect on the pupils' attainment and progress.

56.

56. **Partnership with parents and the community**

54. The school's partnership with parents and the community is very good and remains a strength of the school.
55. There is effective communication between the school and parents, with information provided through newsletters, notice board, parents' meetings and annual detailed reports. The annual pupil reports, although brief, give clear guidance on what pupils know, understand and can do, and set clear targets for improvement. Parents of pupils with some degree of special educational needs are appropriately involved in discussing their child's progress.
56. The school successfully encourages parental involvement in all aspects of school life. A large

number of parents and members of the local community help with classroom support, assemblies and extra-curricular activity. The Friends of Lympsham group is very supportive, both socially and in terms of fund-raising.

57. Links with the wider community are very good and the school is at the centre of village life. Many of the facilities are shared and relationships with the church and other community groups are strong. Pupils take part in local song and dance festivals and raise money for charity as part of the Harvest Festival celebrations. There is a range of educational visits and visitors, eg, Bristol Art Gallery and Long Ashton Research Centre. The school is involved in a mathematics project with a local company and the headteacher is taking part in the 'partner in industry' scheme. All of the above activity enriches the curriculum and contributes effectively to pupils' attainment and personal development.

60.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

60. Leadership and management

61. At the time of the previous inspection the school was well managed and it remains so. The headteacher and governing body have put in place a well-thought-out action plan and a detailed school review and improvement plan which are closely related. These thoroughly address the key issues of the previous report. These plans have been successful in that standards in art have been raised so that they are now good within Key Stage 2, standards within Key Stage 1 in design and technology are now in line with those usually expected for seven year olds. The attainment of pupils within Key Stage 2 in design and technology is similarly in line and these pupils should reach the expected standards for 11 year olds.

61.

62. The quality of teaching has improved substantially since the last inspection where one in four lessons was unsatisfactory. Now, in nearly all lessons, teaching is satisfactory or better. The governing body is now very well informed about the work of the school and there is provision for governors to visit classes on a regular basis to review the quality of teaching and learning which is currently taking place. The current school development plan has well-defined ways of judging its success. Plans are nearing completion to add an additional classroom to the school's accommodation.

58. The headteacher is hardworking and has a significant teaching commitment. Personal relationships between staff and between staff and the governing body are very positive and there is a strong and effective working relationship between the school and the governing body. For example, the Chair of Governors is a regular visitor to the school and sets a very good example of personal commitment and interest in its daily life. A particular strength of the school is the strong sense of care and commitment which teachers bring to their lessons, which accurately reflects the school's aims and mission statement. The headteacher is well informed about the quality of teaching and learning throughout the school and regularly teaches in all the classes in the three-class structure. With the support and involvement of the governing body, the headteacher has carried out a detailed analysis of the school's strengths and weaknesses. The plan correctly identifies the need to raise the proportion of pupils attaining standards above those expected of seven year olds. The introduction of the literacy hour and numeracy initiative has been accomplished successfully and now all subjects have clear and helpful guidelines for teachers to follow.

59. The Chair of Governors works supportively and effectively with the headteacher and staff. Governors are well informed and work closely with the headteacher to define the school's priorities and to plan ways of achieving their objectives; for example in the way the governing body has arranged for the addition of one new classroom which it plans to have in use by the end of the current term.
60. The schools' budget is well managed and there are well-constructed procedures to judge the success of spending decisions. The governing body is well informed of the principles underlying the literacy and numeracy initiatives and there are well-established procedures for governors to visit these lessons and to make the governing body aware of their findings. All teaching staff have several areas of responsibility as curriculum co-ordinators and discharge their duties in a conscientious and co-operative manner. They provide good, enthusiastic leadership and work together well. There is some provision for teachers to work alongside other teachers and all have a strong sense of determination to succeed and to continue to raise standards.
61. There is good management of the provision for pupils with some degree of special educational needs. Parents and where appropriate, outside agencies are properly consulted and regularly involved.
62. Arrangements for the management for children under five are sound, although the impact of these arrangements is currently unsatisfactory. The school plans its provision for children under five appropriately. However, during the inspection while the school was conducting assessments of what these children know and can do, they were often taught alongside pupils in Year 1 and teachers' support was not always well managed.
63. Day-to-day administration of the school is satisfactory and unobtrusive. The school meets all statutory requirements with the following exceptions:-
64. The school prospectus does not contain data on school attendance.
65. The annual report to parents does not contain a statement on action taken to strengthen links with the community.
66. The school is well placed to continue to improve.
71. **Staffing, accommodation and learning resources**
67. The number, qualifications and experience of the teachers is satisfactory and of support staff, good. The balance between teaching and support staff has improved since the last inspection and actions have been taken to improve teachers' knowledge in art and design and technology. However, there is evidence that on occasions, support staff are not always deployed effectively in the classroom. All staff are involved in the appraisal process and this is up-to-date and effective. They all have suitable job descriptions. The arrangements for staff to participate in professional development are good and, during the past year, all staff and some governors have attended a wide range of development courses. There are good procedures for ensuring that information about these courses is clearly conveyed to all staff.
68. Accommodation is poor and is inadequate for the number of pupils on roll and for teaching the full range of curriculum subjects. As reported in 1996, there is a lack of adequate classroom accommodation and also of storage space, display space and a staff room. The hall and adjacent rooms are shared. Outdoor facilities are limited, although the shared use of the village

tennis courts and sports field helps in this respect. There are plans for new classrooms which it is expected will improve the situation considerably, although there is still some uncertainty about the timing of this provision.

69. For children under five learning resources are unsatisfactory within Key Stage 1 and 2. The quantity and quality of resources are satisfactory in most curriculum areas. Highlighted in the previous inspection report was the need to incorporate resources in the development plan for the needs of the new reception class. Although this has been addressed to some extent resources for children under five remain unsatisfactory overall. The absence of a suitable, secure outdoor play area and the very limited range of resources available make it difficult to plan an appropriate curriculum to develop children's gross motor and creative skills.
70. There is a good selection of well-kept reference and fiction books distributed effectively between the library and individual classes. However, the use of the library is an area that the school has recognised needs to be developed to enable it to be an effective support for teaching and learning. There are plans to improve this when the additional classroom is in place. Resources and equipment in mathematics and science are adequate. However, they cannot be used readily because classrooms lack sufficient space.
71. Storage space is very limited but effectively used, well managed and orderly. Large equipment for physical education is stored outside the main building making it virtually impossible for class teachers or pupils to use it during physical education lessons. The school has made efforts for easier access to the resources by timetabling gymnastics during the spring term when the weather is more reasonable.
72. Resources are adequate to support pupils with special educational needs. Satisfactory use is made of the locality, educational visits further afield and visitors to the school. These make an important contribution to enhancing and enriching teaching and learning. Spending on resources is low compared to that in similar schools.
77. **The efficiency of the school**
73. Financial planning is very good and the school manages its budget well. A recent auditors' report was positive and indicated no significant weaknesses in the school's procedures. The school development plan and school improvement plan are appropriately costed and there are sound procedures in place for the governing body to judge the effectiveness of its spending decisions. The finance committee of the governing body meets regularly and there is a high level of expertise. It monitors income and expenditure thoroughly.
74. Specific income for pupils with special educational needs is appropriately spent on support and additional resources for these pupils. Income for staff development is well used. A wide range of training including training for the support assistants has been undertaken and has had the beneficial effect of helping to raise the quality of teaching. Classroom support assistants and those who support pupils with special educational needs generally work well alongside classroom teachers. Currently however in some instances classroom assistants are underused when they sit passively waiting for opportunities to work with individuals and groups. In lessons towards the end of the morning and afternoon sessions time is not always productively used, eg because of the restrictions in the accommodation pupils' use of lavatory facilities is staggered. This results in a significant waste of lesson time while pupils queue. Similarly, towards the end of the afternoon some pupils wait unproductively and overlong for assemblies to start and do little of educational worth while waiting afterwards to go home.

75. The school makes best use of its accommodation and learning resources. However, because of the severe limitations of classroom space, pupils cannot always have easy access to resources which they need for learning and do not have sufficient room to conduct the full range of practical work in using and applying mathematics and in experimental and investigative science. The school does make good use, however, of nearby community facilities, using the local tennis courts as an additional play area and has access to an adjacent cricket field for some games activities.
76. Day-to-day financial control and administration are sound. Procedures for administering and monitoring spending are secure and well managed, so that the governing body is able to make its decisions based on up-to-date and accurate financial information. Arrangements for the appraisal of staff are in place and up-to-date.
77. Pupils enter the school with levels of attainment which are just above those typically found. They generally come from homes which have some degree of advantage. By the time they leave many are well on the way to attaining at least the standards of attainment expected of 11 year olds. They make good progress generally. Notwithstanding the limitations which the accommodation places upon the quality of education the school can provide; the school gives satisfactory value for money.
- 82.

PART B: CURRICULUM AREAS AND SUBJECTS

82. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

78. At the time of the inspection all 20 children in the reception year were under five and had attended school for four days on a part-time basis. Those joining the school have had some form of pre-school experience mainly in the playgroup that uses the school hall. The children are in a mixed age class with 11 Year 1 pupils. The environment is not conducive to children under five entering full-time education because there are insufficient opportunities for spontaneous and well-structured, purposeful play activities to enhance and extend children's learning. Children experience an unsuitable modification of the Key Stage 1 curriculum and sit for periods that are far too long.
79. Assessments which the school carry out to assess the level of basic skills of these children have just begun the initial stage. The planned provision for the children under five, at present, is unsatisfactory and does not make sufficient consideration of appropriate structured learning steps leading to the areas of learning considered desirable for children of this age. Baseline assessments for 1998 indicate that attainment on entry is above that expected nationally for children of this age. From the evidence of levels of attainment of those pupils in Year 1 the vast majority of children are on line to meet the requirements of the Desirable Learning Outcomes, recommended nationally, by the time they are five. Currently levels achieved by pupils who have just begun Year 1 indicate that by the age of five most are ready to begin the National Curriculum.

Personal and social skills

80. Children respond well to an ethos that promotes good behaviour and care for each other. Very positive relationships are developing between children and adults that effectively promote a secure environment. Children behave well and concentrate for long periods during oral sessions. They answer teachers' questions clearly and enjoy participating in practical tasks. They follow instructions and safety rules appropriately; for example, when going out to the playground at break time. The quality of teaching in this area is satisfactory.

Language and literacy

81. Children listen well. They listen attentively to stories and to instructions given by the teacher, and can concentrate well for long periods at a time. Occasionally, however, children spend too much time in large groups on the carpet watching and listening. They enjoy sharing books and discussing pictures. Inadequate opportunities and resources for imaginative play inhibit spontaneous development of language and speech. This was highlighted in the previous inspection report and only limited improvement is evident. No pre-writing activities were seen during the time of the inspection. The quality of teaching is satisfactory, although in some circumstances lessons are insufficiently focused on the needs of children under five, because sometimes these children are taught in the same way as pupils in Year 1.

Mathematics

82. Most children can count confidently to five. They successfully use some mathematical phrases such as 'bigger than' and 'smaller than'. The quality of teaching is satisfactory in this area.

Knowledge and understanding of the world

83. This aspect of the children's learning was not seen during the time of the inspection.

Creative development

84. Due to the lack of space in the classroom, the children under five have limited opportunities to fully develop their creative skills. This aspect was not seen during the time of the inspection.

Physical development

85. Children do not have access to large outdoor toys to enable good continual development of their gross motor skills. They have the opportunity to participate in physical education with Year 1 pupils but this was not seen during the time of the inspection.

90.

90. ENGLISH, MATHEMATICS AND SCIENCE

90. English

86. The performance of the pupils in the Standard Assessment Tests in 1998 for reading was close to the national average but well below the average when compared with similar schools. Their accomplishment in writing was well above the national average and well above the standards of similar schools. Over a period of three years the results show that levels of attainment have declined slightly. Evidence from the last assessments in 1999 indicates that the slight decline has ceased and there are improvements. At the end of Year 4, when they transfer to middle schools they are on course to exceed the nationally-expected level at the end of Key Stage 2. This level of attainment is reflected in the statutory assessment at age seven and in other assessments carried out voluntarily by the school.

87. Weaknesses in the last report were concerned with pupils' effective use of their literacy skills in researching information and the lack of progress made in finding the meanings of unfamiliar words. The latter is still a weakness. It was also stated that the less-able pupils were not clear about what they most need to practise. Good progress has been made across both key stages to address these matters. The majority of pupils are confident in using a dictionary for help with spelling or meanings of unfamiliar words, as illustrated in Year 3 and 4 when they were devising a piece of extended writing based around an imaginary event. Less able pupils have good support, suitable work set in class and know what they need to do to improve.

88. Pupils' attainment in speaking and listening is above average throughout the school. Pupils come into the reception class with good communication skills. Throughout the school, opportunities for speaking and listening are planned regularly across the curriculum. Further opportunities for formal speech occur regularly in literacy hours in both key stages and in school assemblies. However, there are occasions when small groups of pupils talk amongst themselves when they should be listening. Key Stage 1 pupils show confidence in speaking in a religious education activity; they explain their thoughts and ideas clearly. In Year 4, pupils are confident at giving their views and most discuss ideas sensibly. In assemblies pupils speak clearly, projecting their voices confidently.

89. Pupils' attainment in reading is average. The school promotes positive attitudes to reading, and works well in partnership with parents. At the end of Key Stage 1 most pupils read correctly but use little expression. The majority read the shared text aloud. They can identify the author

and use a range of clues to unlock meaning where they are unsure, including pictures, letter names and sounds and contextual clues. Most pupils in Year 4 enjoy reading and talk with interest about their reading preferences. They can find clues in the text about the location of the story and many can distinguish fact from fiction. Many are confident, motivated readers. Most pupils have at least sound library skills and the majority have good knowledge and understanding about finding information. They are confident at accessing the Internet to glean information to support their studies.

90. Standards in writing are above average at the end of Key Stage 1. Many pupils within Key Stage 2 are well on the way to exceed the standards expected of 11 year olds. From the earliest stage in Year 1 all pupils are able to write complete sentences. By the end of Year 2, writing is imaginative and well constructed, with correct use of capital letters and full stops. Pupils plan stories well. At the end of Year 4, pupils write pieces of work that have a logical, flowing sense with a good choice of words, adjectives and imagination to make a story come alive. Pupils throughout the school make good progress. They write for a variety of purposes: letters, both formal and informal, descriptive writing, lists and sets of instructions, as in recipes. Pupils successfully reapply the skills they learn in many different areas of the curriculum, in particular in art, history and religious education. Focused sessions on the correct use of grammar and punctuation make a good contribution to the progress the pupils make. Their good use of words is effectively used in the poetry that they write, particularly in the Haiku style of short verse. Regular handwriting practice ensures that letters are formed correctly. Cursive writing is introduced in Year 2. Pupils develop a confident fluent script and work is neatly presented. Standards of spelling are satisfactory. The school has introduced recently new strategies to improve the standard of spelling further.
91. Pupils make good progress overall throughout the school. In speaking and listening they are continually developing confidence. However, there are a minority of occasions when teachers do not always ensure that pupils are listening before they speak or there is too much movement within the class. Pupils are regularly encouraged to take part in class discussions, and most pupils listen well to others' opinions; they are confident in expressing their own ideas. Pupils in both key stages make satisfactory progress with reading. They develop positive attitudes. However, attention to developing a range of reading strategies is not a significant priority with all teachers. Pupils are heard to read on a regular basis but insufficient emphasis is given to teaching them how to sound out words they do not know. Good progress is made in writing throughout both key stages. Good attention is given to developing a correct style of handwriting that leads pupils to develop a well-formed joined script. The wide range of work gives pupils plenty of opportunities to develop the structure of their writing.
92. Pupils with special educational needs work well in most lessons and make good progress. They are encouraged to play a full part in the lesson.
93. The National Literacy Strategy has been successfully implemented in all classes, and work is carefully planned to ensure that all the elements of the literacy hour are appropriately taught. The school has spent wisely on additional book resources.
94. Pupils' responses to English are satisfactory overall. Most enjoy reading together at the beginning of lessons and settle quickly at their tables for group work. For the first few minutes all pupils give their complete attention to the activities. However, in a few lessons a small minority show little sense of urgency in their work and their concentration is sporadic. Pupils themselves work amicably and co-operatively to move their learning forward. They play a full part in discussions and listen to each other.

95. Teaching is at least satisfactory, with some examples of good teaching. No unsatisfactory teaching was seen in either key stage. In better lessons teachers use good questioning technique to explore and analyse text and consolidate and extend pupils' knowledge and understanding. Teachers have high expectations of behaviour and routines for the literacy hour are well established. Most teachers' plans identify clear learning objectives, but occasionally these do not address the whole range of attainment in the class. Teachers are secure in their knowledge and understanding of the subject. Lessons are planned and organised satisfactorily, providing pupils of all abilities with suitable tasks. Insufficient consideration is given to pace and challenge particularly with regard to extending the high attaining pupils. Teachers keep records of each pupil's progress particularly through the literacy units. Generally this information is used to plan the following sessions appropriately.

100. **Mathematics**

96. Standards at the end of Key Stage 1 have not changed since the last inspection. Within Key Stage 2, standards have improved. The percentage of pupils attaining the levels expected of seven year olds (Level 2) in the 1998 national tests was above average. However, the percentage of pupils reaching above this was well below the national average. When compared to other schools with pupils from similar backgrounds, these results are about typical. In the last three years the results in the tests have been consistently just above the national pattern. Currently standards at the end of Key Stage 1 are average. In numeracy standards are satisfactory and pupils within both key stages are developing the skills of numeracy through the regular daily provision of opportunities to practise mental skills at the beginning of each mathematics lesson. They are developing sound strategies to find the quickest way to a correct solution and know how to form an approximate answer.

97. Older pupils within Key Stage 2 have a good understanding of the use of mathematics in other subjects such as in analysing data collected when carrying out measurements for a study of growth and in expressing that information graphically. Pupils within Year 4 are well on their way to reach at least the average standards (Level 4) at the end of the key stage. By the age of seven most pupils can count confidently within ten and can add and recall addition and subtraction facts to ten. They are beginning to understand place value to 100. They can identify and use halves and quarters and are able to see patterns in sequences. They can use simple co-ordinates and fit shapes together so that their edges match. Their understanding of how to solve problems is below average because of the limited opportunities provided for this within the mathematics curriculum. Older pupils in Year 4 are able to discuss their work and explain their thinking. They have good recall of addition and subtraction facts to 100. They can add, subtract, multiply and divide accurately. They confidently make sensible approximations. They can measure accurately.

98. Pupils generally make satisfactory progress in Key Stage 1, although in some cases work is not sufficiently challenging for the more able. Within Key Stage 2 pupils make good progress; for example, in numeracy. Here the pupils are provided with challenging work which is well matched to their abilities. Work is carefully planned and information which is collected from regular assessments is well used by teachers to match work to the different levels of attainment.

99. In the previous report the attitude and interest in mathematics shown by pupils were variable. Currently attitudes, interest and behaviour are good. Pupils throughout the school respond confidently and appropriately to the challenging questions which teachers set. They are willing to enter into a discussion about their work even when they are unsure. They concentrate well

and remain at their tasks, working hard for the whole of the lesson. They wish to please their teachers. They enjoy their lessons and work together appropriately, listening with interest to each other's explanations.

100. The quality of teaching is good. In lessons within Key Stage 2 it is very good. No unsatisfactory teaching was seen. In the best lessons teachers have a secure understanding of what they intend to teach and pass on through clear instructions what they expect their pupils to achieve within the time available and the high standards they wish them to achieve. Lessons begin briskly and pupils are encouraged to think quickly and accurately; for example, when revising their knowledge of place value. This is then systematically reviewed within the latter part of the lesson. Work is closely related to the Programmes of Study of the National Curriculum and in general well matched to the different abilities of individuals and groups. However, in some classes insufficient attention is given to planning and teaching and the skills of using and applying mathematics and extending the learning of the highest attainers. This was a weakness at the time of the last report and in some classes, but not all, it remains so.
101. In the best lessons the teachers use a good range of effective strategies to encourage pupils to think quickly and accurately and then to check their answers. All pupils are drawn into the lesson and are encouraged to feel that they have an important contribution to make. Relationships between the teacher and the pupils are open and each shares a sense of fun in the lesson. Pupils with some degree of special educational needs are well supported. They receive appropriately challenging work and they are helped effectively by both the teachers and assistants. Resources for them and for the rest of the class are readily to hand and well prepared. Homework is regularly set on a planned basis which supports and extends pupils' learning in work they have begun in school.
102. Since the previous report the school has improved the way in which teachers plan in mathematics. There is a clear statement of aims and objectives. Currently the school plans its work so that it matches closely that of the national numeracy strategy. There is a clear programme for each year in numeracy which sets out in detail what activity should be taught. Arrangements to assess pupils' progress, particularly within Key Stage 2, are detailed and well used by staff to ensure that pupils on the whole are making the expected progress. The co-ordinator has worked hard to encourage staff to teach in similar ways and is actively involved in reviewing and planning work in the classrooms.
107. **Science**
103. Attainment in science is average at the end of Key Stage 1. By the time pupils leave the school in Year 4 pupils are attaining standards which suggest that they will reach average levels of attainment at the end of the key stage. Standards are the same as at the time of the last inspection. Teacher assessments in 1998 indicate that pupils at the end of Key Stage 1 attain below average results for schools where pupils come from similar backgrounds. A well below average percentage of pupils reach the expected level, Level 2, and a well below average percentage reached above this. Pupils attain well in materials and their properties but less well in the experimental and investigative areas of science and in physical processes where standards are below average. In this small group of pupils there were a number of pupils whom the school had recognised as having some degree of special educational needs. Attainment for them in these assessments was satisfactory. In the most recent assessments there is evidence to suggest that standards have improved.
104. Currently standards in experimental and investigative science are not as high as they are in the

other areas of science and, while many pupils attain average standards, few reach above these. This was identified as a priority in the last report and, while the school has planned to address this, the restrictions of space within classrooms has hindered the raising of standards in investigative and experimental work.

105. By the end of Key Stage 1 pupils know that living things grow and reproduce. They know that animals and plants needs specific conditions to survive. They can describe how a magnet attracts some objects but not others. They can make generalisations about how sound travels. However, they have only limited understanding of how to use simple equipment and how to make and record their observations. They do not understand why a test should be fair or have an idea of what might happen in a test. Older pupils in Key Stage 2 know that growth in animals is affected by variables and that parts of the human body grow more than others. They can record their information graphically and make good use of computers to collate the data which they have collected. They can draw conclusions about the distribution of plants in the school lawn from a mapping of their incidence. However, pupils within Key Stage 2 are not familiar with the scientific processes of experimentation because of the limited opportunities they receive to have first-hand experience in this area.
106. Pupils generally make satisfactory progress except in the area of experimental and investigative science. There are good links with work in English and art; for example, in the study of plants, where pupils were encouraged successfully to write descriptively and sketch and paint in detail plants, which formed the basis of their study. However, the most able do not always make the progress of which they are capable because they are insufficiently challenged particularly in their experimental activities.
107. Pupils' attitudes to science are generally positive, although in one lesson seen during the inspection a small minority of pupils became over-excited and disrupted the work of others. Pupils take a pride in their work, which is often carefully presented. However, opportunities for them to work together collaboratively are limited.
108. Teaching in both key stages is satisfactory. Teachers plan their lessons in detail and as a result, have a clear idea of what they wish their pupils to learn in the lesson. They have a secure subject knowledge. They relate well with their pupils. A strong feature of this is the successful way in which the teacher includes all pupils in answering questions and in strengthening their skills in speaking and listening. In some lessons, however, the pace at which more able pupils learn decreases because they are given insufficient challenge and are not make sufficiently aware of what they should achieve. Generally, tasks set are the same for all pupils within the class and the most able are insufficiently challenged. Pupils with some degree of special educational needs are well supported by staff and assistants.
109. Teachers assess pupils' work regularly. Within Key Stage 2 there is a consistent pattern of conducting an assessment activity at the end of a topic to judge how much pupils have learnt. Work is marked carefully and in some, but not all, instances encourages pupils to think critically about how they can improve.
110. There is a brief policy statement for the teaching of science which sets out clearly what the school's intentions are for pupils to learn and the strategies teachers should use to teach them. The curriculum co-ordinator has correctly identified from the previous report the needs of the subject and has completed a school review of the areas for development; for example, to raise awareness of the importance of experimental and investigative science. To this end the school has been involved in useful links with a nearby plant breeding station and in organising a

biannual science week.

115. OTHER SUBJECTS OR COURSES

Information technology

111. Hardware resources are adequate. The school has well-advanced plans to enhance its existing provision when additional space becomes available. A good range of up-to-date software is readily available. It is well used. Resources and tools are adequate in range and quality but are not readily accessible.
112. Attainment in information technology at the end of Key Stage 1 is above standards usually found. Within Key Stage 2 pupils are well on the way to exceed the standards generally found amongst 11 year olds. This is an improvement since the last inspection when standards were in line with expectations. By the end of Key Stage 1 pupils are confident in using computers and in their knowledge of the keyboard. They are able to save data and retrieve stored information; they understand how to control equipment by a series of instructions. Many are aware of the use of information technology in the outside world and how CD-ROMs can provide them with information. Older pupils within Key Stage 2 can file and print their work effectively and confidently. They can handle data they have collected using the computer to order and publish their results. They can merge text and pictures to make their own documents. They regularly update their own computer files of what they have achieved in information technology.
113. Pupils make good progress within both key stages and benefit from the good opportunities which are provided. Individual teacher's enthusiasm and confidence are contagious and pupils work with enthusiasm in formal lessons as a class and in pairs or as individuals. A significant factor in this has been the school's decision to provide staff with laptop computers to practise and improve their own skills. Pupils' attitudes to information technology are very positive. They are interested and respond enthusiastically. In lessons they listen to each other's contributions sensibly and work willingly with each other and with adults. They treat their resources with respect and care.
114. Teaching is good both in formal lessons and in general support to pupils as they work as individuals and in groups. A particular strong feature is the very well informed and effective help provided by assistants. Teachers question in a lively way to test pupils' basic knowledge; for example, the purposes of the different function keys on a keyboard. Pupils are carefully and systematically drawn into a subsequent discussion which involves all of the class. Lessons are well planned and resources are readily to hand. There are well taken, regular opportunities to assess what pupils know and can do and to record pupils' progress. Pupils are effectively encouraged to do this themselves and to feel a sense of achievement and responsibility. Teachers have high expectations of what can be achieved.
115. Since the previous inspection the subject has continued to develop successfully. In the previous inspection the curriculum provided good opportunities for pupils to apply word-processing skills in other subjects. This has been strengthened further. There are good links between pupils' work in literacy and this subject. Information technology is well managed and all staff, including teaching assistants, work closely together to provide a wide curriculum.

Religious education

116. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus at the end of Key Stage 1. No lessons were observed in Key Stage 2 during the inspection. However, from a scrutiny of pupils' previous work and talking to teachers and pupils, it is clear that pupils in Year 4 are in line to meet expectations by the end of Key Stage 2.
117. Most pupils in Key Stage 1 have a satisfactory grasp of the content of simple Bible stories. Very young pupils in Key Stage 1 know that stories about Jesus are found in the Bible. They know the story of Noah and are at the initial stages of understanding that the rainbow is a symbol of forgiveness. In discussion they can communicate their ideas confidently and in picture form with sentences. They discuss what is fair and feelings of forgiveness. Older pupils in Key Stage 1 know that the Old Testament is where the oldest stories of events before the birth of Christ are found. They know the story of Joseph and his coat of many colours and are familiar with the story of Moses in the Bullrushes. In discussion they give feasible ideas of how to hide a baby from the enemy and consider how they would feel if they were Moses' mother.
118. Pupils at Key Stage 2 know the main festivals in the Christian calendar. They can name and describe the use of different church furniture. They are developing an understanding of the importance of considering others' feelings and respecting them. Pupils know that there are people less fortunate than themselves and that there is a need for charities to support these people. Satisfactory progress is evident in their knowledge and understanding of the Christian faith, but progress in gaining knowledge and understanding of Judaism, the other world faith that the school has chosen to study, is unsatisfactory. Their skills of reasoning and forming judgements are at an early stage of development.
119. Pupils' response to this subject is positive. They are interested, concentrate and willingly discuss topics or stories they have studied.
120. The quality of teaching in this subject is satisfactory. Work is appropriately prepared and teachers are secure in their knowledge and understanding of the subject. Scrutiny of pupils' work indicates that the majority of lessons are factual. Insufficient opportunities are given to develop pupils' spiritual awareness through reflection, appreciation, consideration, relationships and values.
125. **Art**
121. Standards in art are at expected levels at Key Stage 1 and pupils within Key Stage 2 are well on their way to reach the expected standard for 11 year olds. Progress of pupils in Key Stage 1 is satisfactory. Pupils in Key Stage 2 make good progress. This represents a significant improvement since the last inspection where standards were found to be below expected levels and progress was slow. This improvement has been achieved because of the particular emphasis given to improvement in planning, resourcing and teaching this subject.
122. Pupils within Key Stage 1 use sketch books containing a good range of drawings from life which illustrate a developing sense of perspective and ability to use colour and shade. In Key Stage 2 they are familiar with the work of some famous artists, eg Van Gogh, and can paint effectively in a similar style. They are able to experiment with different styles of painting such as pointillism. Older pupils within Key Stage 1 are able to apply previously learnt skills in using water colours to produce effective illustrations for their poetry on 'the river'. In Key Stage 2 they also can make jewellery in the style of the Anglo-Saxons as part of their study of

those times.

123. Generally pupils are confident users of information technology as an aid to their work and design, draw and colour using a range of programs.
124. In the small number of lessons seen pupils' attitudes are positive, they are eager to respond to their teacher's questions and settle to their work quickly. They maintain high levels of concentration and experiment confidently with mixing colours. They work well together and willingly share their ideas about how to create the best effects.
125. The quality of teaching is satisfactory. Lesson plans are clear. The teacher quickly establishes a purposeful, busy approach to the task to be completed and explains clearly what is expected of the pupils. Pupils are questioned about their knowledge of different painting techniques and as a result learn to evaluate for themselves the effects obtained. Pupils are regularly reminded of what to do next and the time they have available. Relationships between pupils and the teachers are warm and supportive and time is well used.

130.

130. **Design and technology**

126. During the inspection no direct teaching of this subject was observed. However, from a scrutiny of teachers' plans, pupils' previous work, discussions with pupils and photographic evidence, it is clear that standards in this subject are in line with those usually found and pupils make satisfactory progress within Key Stage 1 and Key Stage 2. In the previous report it was not possible to form a judgement about standards because of the lack of evidence.
127. By the age of seven pupils can design and make a moving puppet and are beginning to evaluate their work. They experience a range of materials including fabrics and food; for example, they know how to make a cake for a picnic and how to design and make clothes for 'dressing bears'. Within Key Stage 2 pupils can design and make a miniature garden and use computers to generate a design. They can plan and list the equipment they will need to make a windmill. Older pupils can modify their final designs in the light of how well their initial designs have worked. They use and reinforce their skills in numeracy when measuring and drawing. Pupils have positive attitudes and apply themselves well despite the restrictions of space in most classrooms. Since the last inspection a draft scheme of work has been produced and there are strong links with other work in art so that teachers plan and teach the skills required in an organised way. In this they are well supported by teaching assistants, all of whom have attended in-service training in this subject. The co-ordinator is enthusiastic and knowledgeable.

128. Resources in the school are adequate to meet the curriculum needs for both subjects. Facilities are available, within the local education authority area, to borrow artefacts for history. Satisfactory use is made of educational visits to enhance these areas of learning.

133. **Geography and history**

129. It was only possible to observe one geography lesson during the inspection. No history lessons were observed in either key stage. History is the focus next term. Evidence from documentation, discussions with staff and pupils, scrutiny of displays and pupils' work, indicate that pupils attainment at the end of Key Stage 1 is at the expected level for seven year olds. Pupils in Year 4 are well on their way to reach standards expected of 11 year olds. Satisfactory progress is made in geography and history throughout the school. The standards are the same as at the time of the last inspection.

130. Key Stage 1 pupils are able to describe the school location using appropriate geographical language. The majority of pupils can describe geographical features they pass on the way to school and recognise and name landmarks in their village. Satisfactory comparisons are made between where they live and a place they visit or where they go on holiday, using suitable descriptions of the physical features and human features such as sandy beaches and park areas. In history, these young pupils have a clear understanding of then and now, and of old and new.
131. The majority of pupils in Key Stage 2 can describe different weather conditions for the four seasons. They accurately recognise different types of dwellings such as detached, semi-detached, flats and bungalows. They can use simple grids and follow a route on a map. In history, pupils know some of the ways the past is represented. They know and can talk about how people lived in Roman times and have satisfactory knowledge of how the Romans influenced the names of our months and some place names.
132. The quality of teaching in the small number of geography lessons was satisfactory. No lessons were seen in history. However, teachers plan effectively on a two-year rolling programme in both key stages and are at the initial stages of adopting the Qualifications and Curriculum Authority documents as guidance. The subject co-ordinator gives effective support and advice to teachers when planning what they will teach.
133. Resources are adequate. However, their storage is problematic because of the lack of available space.
- 138.

138. **Music**

134. In the last inspection there was insufficient evidence to make a judgement on the standards being attained. Currently standards are above the expected levels at Key Stage 1 and within Key Stage 2, pupils are well on their way to reach at least the expected level for 11 year olds.

135. Good progress is made by pupils within both key stages in their musical knowledge, skills and understanding, or listening, appraising, performing and composing.

136. Younger pupils in Key Stage 1 can accurately identify and describe the sounds and tunes percussion instruments make. They can play the instruments showing subtly in their techniques. Pupils sing tunefully in assemblies and in their music lessons and many are making good progress in learning to play an instrument. Older pupils in Key Stage 2 know how to record their compositions using their own symbols to indicate changes in tempo, timbre and dynamic. Many can follow musical notation.

137. Pupils respond well to the wide variety of opportunities which the school provides. They are attentive and behave sensibly in their lessons. They show respect for their instruments, handling them with care. They are eager to take part. In addition to their lessons many pupils participate in opportunities which the school plans. These include a recorder club, a musical festival and a range of other performances. A high proportion of pupils participate in instrumental music lessons and there are strong links with the local community.

138. In the lessons seen the quality of teaching is satisfactory. Lessons are well planned and the teacher establishes a pleasant and purposeful atmosphere. All pupils are made to feel important and that their contributions are of value. In the best lessons the teacher provides a clear indication of what should be achieved and how to do it, eg in demonstrating well the specific techniques required.

139. Since the last inspection a teacher has been appointed who has specific skills in music. This is reflected in the increased range and quality of experiences offered by the school and by the enthusiastic way pupils respond to the opportunities provided.

144.

144. **Physical education**

140. It was only possible to see two lessons in Key Stage 1, a games and a dance lesson. No lessons were observed in Key Stage 2. Key Stage 1 pupils are able to change and dress without assistance and in reasonable time. They demonstrate satisfactory throwing and catching skills. For example when children aim and throw a beanbag into a hoop. In a group dance activity most pupils perform well using their own ideas for movements as different creatures. Pupils in Key Stage 2 have swimming lessons and make good progress towards the standard expected of 11 year old in swimming.

141. Pupils respond well to physical education lessons. Most are attentive, well behaved, and make an effort to do their best to improve on their skills. They clearly understand the reasons for warming-up activities and illustrate good team spirit and sportsmanship.

142. There are suitable outside facilities. These are public facilities that the school has permission to use. A tennis court is used as a secure hard-surfaced area and the village sports field is available also. The playgroup and other organisations use the hall, which is also the community hall. Consequently there is no large frame for developing climbing skills and movements. In

physical education there is sufficient small apparatus for individual and games skills. The school makes best use it can of the facilities available but the hall gives limited room for movement. Moveable large apparatus is stored outside and difficult to get into the hall. Pupils have limited experience of working with large apparatus.

143. Overall, pupils make satisfactory progress in physical education except for some aspects of gymnastics where progress is unsatisfactory.
144. Extra-curricular activities such as the dance, tennis and soccer clubs successfully enhance and enrich pupils' skills and social development.

149. **PART C: INSPECTION DATA**

149. **SUMMARY OF INSPECTION EVIDENCE**

145. This inspection was conducted over a period of three days by a team of three inspectors including a lay inspection. During the inspection, inspectors observed approximately 27 lessons or parts of lessons. Samples of pupils' work representing a cross section of pupils' attainment were scrutinised. Many pupils were heard reading and the team talked and listened to pupils. Discussions were held with the headteacher, the Chair of Governors, teaching and support staff. Seventeen parents attended a meeting with the registered inspectors, and 42 parents returned a questionnaire expressing their views about the school. Documents including the school development plan, action plan, policies and teachers' planning and financial statements were all examined.

150.

150. **DATA AND INDICATORS**

151. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR-Y4	84	0	7	1

151. **Teachers and classes**

152. **Qualified teachers (YR – Y4)**

Total number of qualified teachers (full-time equivalent):	3.4
Number of pupils per qualified teacher:	24.71

153. **Education support staff (YR – Y4)**

Total number of education support staff:	4
Total aggregate hours worked each week:	47

146. **Primary and nursery schools**

Average class size:	28
---------------------	----

154.

155. **Financial data**

Financial year:	1998-99
	£
Total Income	139,756.00
Total Expenditure	143,640.00
Expenditure per pupil	1,841.54
Balance brought forward from previous year	4,961.00
Balance carried forward to next year	1,077.00

156. **PARENTAL SURVEY**

Number of questionnaires sent out: 84

Number of questionnaires returned: 42

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	49	11	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	58	51	0	0
The school handles complaints from parents well	31	52	17	0	0
The school gives me a clear understanding of what is taught	15	49	31	5	0
The school keeps me well informed about my child(ren)'s progress	31	49	11	9	0
The school enables my child(ren) to achieve a good standard of work	30	57	8	5	0
The school encourages children to get involved in more than just their daily lessons	29	60	11	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23	61	5	11	0
The school's values and attitudes have a positive effect on my child(ren)	44	46	10	0	0
The school achieves high standards of good behaviour	35	56	7	2	0
My child(ren) like(s) school	44	50	6	0	0

156. **Other issues raised by parents**

147. Parents at the meeting felt that there was a caring attitude throughout the school. Teachers support their children well and standards of behaviour are good. Parents are pleased at the way in which they are made to feel welcome at the school and that the school is willing to listen to and help them. Some parents are unhappy about what they consider excessive amounts of homework. All parents agreed that the accommodation was poor.