

INSPECTION REPORT

Maidensbridge Primary School
Wall Heath, Kingswinford

LEA area : Dudley

Unique Reference Number : 103779

Headteacher : Mr Vincent Keogh

Reporting inspector : Mr Michael Best
10413

Dates of inspection : 29th November to 2nd December 1999

Under OFSTED contract number: 706686

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant and junior

Type of control : Community

Age range of pupils : 4 to 11 years

Gender of pupils : Mixed

School address : Beachcroft Road
Wall Heath
Kingswinford
West Midlands
DY6 0HX

Telephone number : 01384 818405

Fax number : -

Appropriate authority : Governing body

Name of chair of governors : Mr David Tyler

Date of previous inspection : December 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Michael Best, Rgl	Science Design and technology Information technology Music Equal opportunities French	Attainment and progress Teaching Leadership and management Staffing, accommodation and learning resources
Alan Kemp, Lay Inspector		Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community The efficiency of the school
Sharon Brown	English Religious education Physical education Special educational needs	Curriculum and assessment
Trudy Cotton	Under fives Mathematics Art History Geography English as an additional language	Spiritual, moral, social and cultural development

The inspection contractor was:

TWA *Inspections* Ltd

5 Lakeside

Werrington

Peterborough

Cambs PE4 6QZ

Telephone: 01733 570753

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The Office for Standards in Education

Alexandra House

33 Kingsway
London WC2B 6SE

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What the school does well

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

- Standards at the end of Key Stage 2 are above average in English and science and well above average in information technology.
- The quality of teaching is good.
- The provision for children under five is very good and children make good progress.
- Very good use is made of assessment information to help raise standards in English, mathematics and science.
- The provision for information technology is very good and high standards are being achieved.
- Pupils' attitudes to work are very good.
- Relationships between pupils and between pupils and adults are very good.

Where the school has weaknesses

Higher attaining pupils, in particular, are not consistently challenged to achieve the highest possible standards as they move through the school.

- The quality, quantity and range of extended writing in English and across the curriculum lack consistency.
- The development of pupils' independent study skills is not systematic.

This is a good school with many strengths and few weaknesses. **The weaknesses identified in the inspection form the basis of the governors' action plan, which will be sent to all parents and guardians of children in the school.**

How the school has improved since the last inspection

The school has made good progress in addressing the key issues identified in the report of the previous inspection and in raising standards. A substantial investment has been made in resources and training in order to develop the use of information technology to support learning across the school. Good progress has been made in developing strategies to provide suitable work for pupils' needs within the classroom, particularly in literacy and numeracy, although higher attaining pupils are not consistently challenged. Assessment procedures have been successfully developed and the information gathered about pupils' attainment and progress in English, mathematics and science is being very well used to set targets in order to raise standards. There is some high quality marking evident at the end of Key Stage 2. Good progress has been made in improving the quality and quantity of information provided for parents about the curriculum. Satisfactory progress has been made in developing the school's provision for spiritual and cultural development. The statutory requirements not met at the time of the last inspection have all been addressed. The school's capacity for further improvement is good.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	A*	A
Mathematics	A*	A
Science	A	A

<i>very high</i>	A*
B	
D	C

The table above shows that standards achieved by pupils at the end of Key Stage 2 in the summer of 1999 were very high in relation to national averages in English and mathematics and well above the national average in science. Compared with similar schools, standards were well above the average in each of these subjects.

Standards at the end of Key Stage 1 National Curriculum tests and assessments in the summer of 1999 were very high compared with the national averages in science, above the national average in reading and mathematics and in line with the national average in writing. Standards were similar to those found in similar schools in reading and mathematics but below those found in similar schools in writing.

The findings of this inspection indicate that, by the age of five the majority of children achieve above the expected levels in their personal and social education, language and literacy, mathematics, knowledge and understanding of the world, and creative development. Children in the reception class make good and often very good progress in these areas of learning. In their physical development they make satisfactory progress and achieve the expected level by the age of five.

In Year 2, at the end of Key Stage 1, inspection information indicates that attainment is above the national average in English and in line with the national average in mathematics. In science and information technology it is above the expectations for pupils of this age. In Year 6, at the end of Key Stage 2, attainment is above the national averages in English and science and similar to the national average in mathematics. Attainment is well above the national expectation in information technology. In religious education at both key stages attainment is similar to that prescribed in the locally agreed syllabus.

At Key Stage 1 pupils make satisfactory progress over time in English, mathematics and science. At Key Stage 2 pupils make satisfactory progress over time in English, mathematics and science with progress accelerating at the end of the key stage in each of these subjects. In information technology pupils at both key stages have made rapid progress in the development of skills since the commissioning of the new computer suite. At both key stages progress is satisfactory in religious education, art, design and technology, geography and music.

Progress in history is good at both key stages. In physical education it is satisfactory at both key stages with some good progress evident at the end of Key Stage 2. Pupils with special educational needs and those for whom English is an additional language make good progress. Teachers at

both key stages plan for pupils who learn at different rates but pupils with the potential for higher attainment are not consistently challenged. In particular, they have limited opportunities for independent study or to develop their thinking skills.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Satisfactory	Good
Mathematics	Very good	Satisfactory	Good
Science	-	Good	Good
Information technology	-	Good	Good
Religious education	-	Satisfactory	Satisfactory
Other subjects	Very good	Satisfactory	Satisfactory

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

The quality of teaching throughout the school is good. In 100 per cent of lessons observed during the inspection the quality of teaching is satisfactory or better. Teaching is good or better in 72 per cent of lessons and very good or better in 18 per cent of lessons. No unsatisfactory, poor or very poor lessons were seen.

The teaching of children under five is consistently very good with some excellent practice observed. At Key Stage 1 teaching is satisfactory in all lessons and good or better in nearly 40 per cent of lessons. In science, information technology and history teaching is good. At Key Stage 2 teaching in three-quarters of lessons is good or better. Teaching is good in English, mathematics, science, information technology, French, history, geography and physical education. The results of this inspection show an improvement in the quality of teaching since the last inspection when teaching was satisfactory in 98 per cent of lessons and good or better in 60 per cent.

There is a close match between the quality of teaching and the rate of progress made by pupils in lessons. In the best lessons, particularly in the under fives and in older classes at Key Stage 2, learning objectives are clearly identified and teachers' planning builds successfully on what pupils already know and can do. Pupils are actively involved in the learning process and they are encouraged to ask questions of each other and of the teacher, and shape their ideas. Examples of such involvement are evident in lessons in literacy, numeracy, science and information technology.

Examples of very good teaching were seen in lessons with the under fives and in Key Stage 2 in lessons in literacy and numeracy in particular. In these lessons teachers' subject knowledge is good, learning objectives are well formulated and are shared with pupils. Lessons are carefully planned and conducted at a brisk pace with the active participation of all pupils. As seen in a number of under fives and Year 6 lessons, high expectations of what pupils can achieve, coupled with the positive reinforcement and development of teaching points, lead to the achievement of high standards.

Many teachers have a thorough knowledge of a particular subject area and use this well. Specialist teaching is being used well in Year 6. This good use of expertise makes a significant contribution to standards in this year group.

Teachers' expectations of what pupils know and can do, and of what they are capable, vary between subjects as well as between classes. Expectations are high in the under fives. They are more variable at Key Stage 1. At Key Stage 2 expectations are higher in the older classes. Although lower attaining pupils, and those pupils for whom English is an additional language, are appropriately provided for and supported in class lessons, higher ability pupils are not consistently challenged at both key stages.

Other aspects of the school

Aspect	Comment
Behaviour	Good. The immature behaviour of a small number of pupils at both key stages is noticeable when set against the otherwise very good behaviour of the majority.
Attendance	Good. There was no unauthorised absence in the last reporting period. Pupils are happy to come to school. Punctuality is good.
Ethos*	Very good. Pupils' attitudes to work and relationships are very good. There is a good climate for learning. The school is strongly committed to raising standards and is responding positively to the challenge.
Leadership and management	Very good. The school is well led and ably managed. Very good arrangements for monitoring and supporting teaching and curriculum development are in place. The aims and values of the school are well implemented. High quality development planning enables the school to respond promptly to new initiatives but evaluation criteria are not consistently linked to learning outcomes.
Curriculum	The curriculum provision for children under five is very good and prepares them well for the National Curriculum. At both key stages the curriculum is good. It is broad, balanced and enriched by a wide range of extra-curricular activities. It prepares pupils well for the next stage of learning.
Pupils with special educational needs	Provision for pupils with special educational needs is good. It is well managed and pupils make good progress in relation to the targets set them. Pupils for whom English is an additional language are also well supported and make good progress.
Spiritual, moral, social & cultural development	Provision for spiritual development and cultural development is satisfactory. Provision for moral development is good and that for social development is very good.
Staffing, resources and accommodation	Good. There is a good range of staff experience and expertise. Well-qualified and effective support staff. The accommodation allows the curriculum to be delivered effectively. Learning resources are good.
Value for money	The school is very efficiently managed and provides good value for money.

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

The parents' views of the school

Fifteen parents attended a meeting with the Registered Inspector and 38 parents (20 per cent) returned Ofsted questionnaires. Other parents spoke to inspectors during the inspection.

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">•The specialist teaching for Year 6 pupils.•Pupils in younger classes having different teachers.•Staff are approachable.•The school keeps parents well informed about their children's progress.•The values and attitudes promoted by the school.•Their children like coming to school.	ers.

The comments in the above table represent the views of a small proportion of parents. The findings of the inspection concur with all the things most parents like about the school. Members of staff are approachable and children spoken to during the inspection confirm that they enjoy coming to school. The school successfully promotes good values and attitudes and the deployment of specialist teachers in Year 6 is having a positive effect on raising standards at the end of Key Stage 2. The team agrees that younger children benefit from being taught on a regular basis by other teachers.

The immature behaviour of a small number of pupils is evident at both key stages. The school has appropriate procedures in place to deal with these. Support staff are appropriately deployed to help pupils meet the targets that are set for improvement. Where necessary, outside agencies are involved in setting these targets and devising programmes for support.

The school has taken a number of steps to improve communication with parents and, in response to the questionnaire, 97 per cent of parents indicated that the school gives them a clear understanding of what is taught. Similarly, 87 per cent of parents feel they are kept well informed about their children's progress. The inspection team believe that parents are now better informed than at the time of the last inspection and that, whilst the school needs to rationalise the amount of paperwork it produces, it is fulfilling its obligations to parents.

Key issues for action

The governing body, headteacher and staff should now:

- improve the quality, quantity and range of writing in English and across the curriculum;
(paragraphs 17-18, 111-115)
- ensure that the highest standards of work are consistently expected from all pupils, particularly those who have the potential for higher attainment, so that the best progress possible is made as they move through the school;
(paragraphs 17, 20, 40, 50, 55, 65, 111, 133, 135, 142, 147, 154, 188, 192)
- systematically develop pupils' independent study skills throughout the school by:
 - (i) bringing together, building upon and extending existing provision;
 - (ii) ensuring that regular opportunities are provided for these skills to be used across the curriculum.
(paragraphs 18, 22, 26, 114 and 118)

In addition, consideration should be given to the following matters:

- sharpening success criteria in the school development plan *(paragraph 79)*;
- rationalising the amount of paperwork provided for parents, staff and governors *(paragraphs 71, 85 and 95)*;
- making more consistent provision of time for reflection during acts of collective worship *(paragraph 61)*.

Introduction

Characteristics of the school

1. Maidensbridge Primary School serves a mature residential area on the west side of Wall Heath on the edge of the Metropolitan Borough of Dudley. The school, and much of the surrounding housing, dates from the 1950s but there are also some more recent developments. The majority of housing is privately owned and unemployment is low. The school admits a number of pupils from outside the immediate area.
2. There are 191 pupils on roll, 92 girls and 99 boys, all of whom attend on a full-time basis. The school is similar in size to other primary schools. Just under five per cent of pupils come from minority ethnic groups, which is above the national average, the majority of whom are from Bangladeshi or Chinese backgrounds. The school estimates that two per cent of pupils speak English as an additional language, which is above that found in schools nationally. Four per cent of pupils are known to be eligible for free school meals, which is below the national average. There are 25 pupils on the school's register of special educational need. At 13 per cent of the school population, this is below the national average. One pupil has a statement of special educational need; this is also below the national average.
3. The school admits four year old children in September and January. Baseline assessment information indicates that, overall, attainment on entry is largely similar to that found in the majority of schools. Pupils transfer from the junior school to local secondary schools in the September following their eleventh birthday. All the children in the reception class were four at the beginning of the term in which the inspection took place.
4. Through its mission statement and aims, the school seeks to promote a broad and balanced curriculum and provide a friendly and happy environment to ensure that children develop their physical, intellectual, spiritual, moral and aesthetic qualities. It seeks to develop children's awareness of their own cultural and religious heritage and for them to have greater knowledge and tolerance of the race, culture and religion of others. It also aims to promote a harmonious and open atmosphere between pupils, parents, staff, home-school association, governors and the local community.
5. The school seeks to enable pupils to live, learn and play peacefully with full equality of access and opportunity. It aims to develop the children's self-esteem and sensitivity to others and to encourage them to uphold the expected standards and values of their school. It seeks to promote recognition of the value and importance of working together towards common goals and ideals, thus enhancing their abilities to communicate, collaborate and consolidate knowledge and to be able to work independently.
6. The school development plan clearly outlines priorities for the current year. The raising of standards, through curriculum, management and resource development, is a priority. During the previous school year the school agreed targets with the local education authority for pupils to achieve in English and mathematics at the end of Key Stage 2 in 2002. While these were based on the assessment information available at that time, they are to be regularly reviewed and revised as further information becomes available.

7.The school was previously inspected in December 1995. Six key issues were identified for action:

- (i) review the way in which information technology is used to support learning across the school;
- (ii) encourage the further development of strategies to support differentiation within the classroom;
- (iii) build upon the success of the pupils' moral and social education which is well addressed by the school, and further develop the pupils' spiritual and cultural education within the curriculum;
- (iv) extend the policy for assessment and marking and ensure that current good practice, in the ways in which some teachers respond to pupils' work, is applied consistently across the school;
- (v) build on existing good relationships with parents to improve the quality and quantity of information available to them about the curriculum;
- (vi) ensure that the school complies fully with all relevant legislation (opt-out clause for sex education, special educational needs complaints procedure, marking of registers).

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
1999	22	10	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	19	19	21
	Girls	10	10	10
	Total	29	29	31
Percentage at NC Level 2 or above	School	91 (94)	91 (91)	97 (94)
	National	82 (80)	83 (81)	86 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	20	22	22
	Girls	10	10	10
	Total	30	32	32
Percentage at NC Level 2 or above	School	94 (91)	100 (97)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	17	13	30

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	17	14
	Girls	12	12	12
	Total	28	29	26
Percentage at NC Level 4 or above	School	93 (72)	97 (84)	87 (76)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	17	17
	Girls	13	13	13
	Total	27	30	30
Percentage at NC Level 4 or above	School	90 (76)	100 (80)	97 (84)
	National	68 (65)	69 (65)	75 (72)

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.6
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.4

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	18
Satisfactory or better	100
Less than satisfactory	0

7. PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

8.The majority of children start at the school as four year olds. Attainment on entry varies from year to year. Although children's speaking and listening skills and their social skills are generally above average, overall attainment on entry is largely similar to the average found across the country.

9.In the 1999 National Curriculum statutory tests and assessments at the end of Key Stage 1³, the proportion of pupils reaching the expected standards for their age was very high in comparison with the national average in science, above the national averages in reading and mathematics and similar to the national average in writing. The proportion of pupils reaching standards above those expected for their age was in line with the national average in reading and similar to the national averages in writing and mathematics. Teacher assessments were broadly similar to the test results other than in mathematics where the number of pupils expected to gain higher levels was significantly over-estimated. Compared with similar schools, pupils' results were average in reading and mathematics and below average in writing.

10.In the 1999 National Curriculum statutory tests at the end of Key Stage 2⁴, the proportion of pupils reaching the expected standards for their age was very high in comparison with the national averages in English and mathematics and well above the national average in science. The proportion of pupils reaching standards above those expected for their age was well above the national averages in English and mathematics and similar to the national average in science. Teacher assessments were broadly similar to the test results. Compared with similar schools, pupils' results were well above the averages in English, mathematics and science.

11.In the report of the last inspection, conducted in December 1995, the provision for children under five was judged to be good and the standards achieved high. Standards were satisfactory in speaking and listening, writing and history in Key Stage 1 and in English and geography in Key Stage 2. In both key stages standards were satisfactory in mathematics, science, art, design and technology, information technology and physical education. In Key Stage 1 they were above national expectations in geography and very good in reading. In religious education standards were judged sound or good. No judgement was made on history at Key Stage 2. In the 1996 National Curriculum statutory tests attainment at the end of Key Stage 1 the proportion of pupils gaining Level 2 or above was well above the national average in reading and writing and below the national averages in mathematics and science. In tests at the end of Key Stage 2 the

³ By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

⁴ By the end of Key Stage 2 pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above nationally expected levels.

proportion of pupils gaining Level 4 and above was above national averages in English, mathematics and science.

12. The 1999 test results at the end of Key Stage 1 indicate that, in comparison with previous years, standards have remained largely constant in reading and writing whilst those in mathematics and science have risen. At Key Stage 2 the 1999 test results were significantly better than in 1998. The school attributes this to the combination of an able year group, specialist teaching for English and mathematics and after-school revision classes. Standards at the end of Key Stage 2 rose during the period from 1996 to 1998. Targets for the current Year 6 pupils indicate that, whilst attainment may not reach the exceptional levels achieved in 1999, overall standards will follow this upward trend.
13. The findings of this inspection indicate that children under five make good progress overall. By the age of five the majority achieve above the expected levels in their personal and social education, language and literacy, mathematics, knowledge and understanding of the world, and creative development. In their physical development they make satisfactory progress and achieve the expected level by the age of five. Children who are not yet five are well on target to achieve similar standards to those who are already five. In lessons the high quality of teaching enables children in the reception class to make good progress in language and literacy, mathematical, and creative development. In their personal and social development and in the development of their knowledge and understanding of the world, children make very good progress. The children listen attentively, take turns and show initiative; they are kind to each other and show respect for living things. They successfully study their local environment and the wider world and develop a keen interest in, for example, changes in materials and in the living world.
14. Inspection evidence reflects the overall improvements over time at the end of Key Stage 1. Scrutiny of pupils' work and lesson observations during the inspection indicates that the proportion of pupils in Year 2 attaining the expected standards in speaking and listening, reading and science is above average. In writing and mathematics the majority are attaining the standard expected for this age. Standards in information technology are above those expected for this age. At the end of Key Stage 2 the majority of pupils are achieving standards above the national averages in English and science. In mathematics the majority of pupils are achieving standards similar to the national average. In information technology pupils are attaining standards well above those expected for this age.
15. The proportions of lower attaining pupils at both key stages are lower than found in the majority of schools. The proportions of higher attaining pupils are slightly higher than elsewhere but not all these pupils consistently achieve the highest standards in their work. Inspection evidence points to pupils' progress accelerating at the end of both key stages but particularly at end of Key Stage 2.
16. At the end of both key stages, standards in literacy are above average. In numeracy they are average. Specialist teaching in English, mathematics and science in Year 6, together with the good use of assessment information to set targets for pupils and inform teachers' planning, have made significant contributions to the

improvement in standards. The recently completed computer suite has raised standards considerably at the end of both key stages over a relatively short period of time. Standards in religious education are similar to those outlined in the locally agreed syllabus at the end of both key stages. By the end of Key Stage 2 the school reports that the majority of pupils meet the requirements of the National Curriculum in swimming.

17. At the end of Key Stage 1 standards in speaking and listening are above average. Pupils make good progress as they move through the key stage, talking clearly and confidently. They listen carefully and are eager to contribute to oral discussions and respond to questions. Standards in reading are above average. Pupils make satisfactory progress. The majority demonstrate secure phonic skills but many lack fluency and expression in their reading. Higher attainers, in particular, have limited expression and are not always aware of the use of punctuation to enable fluency and meaning to be conveyed. They do not have sufficient opportunities for more demanding reading earlier in the key stage. Standards of attainment in writing are average but progress, though satisfactory overall, is uneven across the key stage. This is a weakness. There is an over-reliance on work sheets for basic skills and, as a result, there is little opportunity for pupils to write at length. The range and purpose for writing are limited. Handwriting and presentation skills are not systematically developed. Imaginative writing for story and poetry is limited, particularly for the higher attaining pupils.

18. At the end of Key Stage 2 pupils' attainment is above average in speaking and listening. The good rate of progress has been maintained. Pupils listen attentively and with interest, replying thoughtfully to questions. Many demonstrate the ability to structure their responses and express themselves clearly and articulately. Attainment in reading is above average. Pupils read a varied range of literature, both fiction and non-fiction, many reading accurately and with good understanding. Higher attainers are able to skim and scan text to extract relevant information and are able to use inference and deduction. They have a good knowledge of different genres. However, although satisfactory overall, progress is uneven. Pupils are not being consistently challenged in their reading as they move through the school. Pupils in Year 6 are confident in their use of the library to locate and retrieve information but the development of independent study skills is not systematic, and the acquisition of library skills varies between classes. Standards in writing are just above average but progress is uneven across the key stage. Pupils are able to plan and redraft their work demonstrating well-developed skills. They make good use of information technology to help them improve the quality of their writing. However, the range and purpose for writing is limited. Few pupils are able to write at length. This is a weakness.

19. Overall progress in mathematics is satisfactory at both key stages but it accelerates well at the end of Key Stage 2. Numeracy skills are being effectively developed as pupils move through the school. Pupils are starting to develop speed and accuracy in the "short-burst" mental mathematics activities that are now a regular feature of mathematics lessons. By the end of the key stage the majority of pupils successfully develop their understanding of long multiplication and can multiply large numbers by fractions. They work well with two- and three-dimensional

- shapes and can calculate perimeters. In some aspects of mathematics, such as when working out time duration, gaps in previous coverage mean that standards dip. However, thorough analysis of assessment results has identified these areas of weakness and steps are taken to address them. In such lessons pupils make good progress and quickly make good their knowledge and understanding.
20. In science pupils at both key stages make satisfactory progress in developing their knowledge and understanding of the curriculum. However, their progress in developing investigative and experimental skills is uneven. In lessons, it varies between classes at both key stages. Good progress is made in this aspect of science where specialist teaching is deployed. However, although the differing needs of pupils are planned for at both key stages, higher attaining pupils are not consistently challenged to further extend their thinking or given opportunities to further their knowledge and understanding through independent study.
21. Lessons in the computer suite provide pupils with a wide range of information technology skills, particularly in word-processing and data handling. Good progress is made in these lessons. Pupils at both key stages have made rapid progress since the suite became available last term. Information technology is being increasingly used in subjects across the curriculum. In religious education pupils at both key stages make satisfactory progress towards the end of key stage expectations of the locally agreed syllabus. In lessons they successfully develop their knowledge of world faiths and learn to make comparisons with their own.
22. In art, design and technology, geography, and music pupils at both key stages make satisfactory progress. In physical education pupils at Key Stage 1 make satisfactory progress whilst those at Key Stage 2 make satisfactory and, in the older classes, good progress. At both key stages pupils make good progress in history. In these subject areas, as in literacy and numeracy, teachers are working from appropriate schemes of work where the progressive development of skills and understanding is clearly outlined. Although library skills and information retrieval skills are being taught, there is no overall strategy in place. As a result, there are insufficient opportunities for pupils to systematically develop and apply independent study skills at both key stages.
23. Comparison of the latest end of Key Stage 2 results with those gained by pupils at the end of Key Stage 1 show that, over time, the majority of pupils make satisfactory and often good progress. In lessons, inspection findings show that, overall, progress is greater towards the end of both key stages where a greater focus is placed on end-of-key stage achievement.
24. Other than in the 1999 statutory test results in mathematics at Key Stage 1 where fewer than expected girls achieved higher levels, there are no significant differences in either the attainment or progress of boys and girls. The attainment of pupils for whom English is an additional language, and for those from minority ethnic groups, is similar to that of other pupils. The majority make good progress, especially when they receive additional support in lessons. The good classroom

support for pupils with special educational needs⁵ enables them to make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Pupils have clear individual learning plans that are well targeted to meet their needs. Targets are specific, relating to behaviour as well as skills in literacy and numeracy. Pupils' attainment is in line with the targets set in their individual education plans.

25.The school analyses National Curriculum statutory test and assessment results together with information from other tests and assessments. The detail of this analysis, and the way it is presented, is of exceptionally high quality. From this, individual targets are identified for pupils and discussed with them and their parents at the beginning of each school year. The school has, in conjunction with the local education authority, set targets for improvement in English and mathematics by 2002. These targets have already been met. The school is planning to review and revise these as further assessment information becomes available for this year group.

Attitudes, behaviour and personal development

26.The behaviour of children under five is very good and they have a good understanding of right from wrong. The school's provision for their personal and social development is very good. They discuss what they want in their environment and make appropriate rules. They have very positive attitudes to work. There was not a single occasion during the inspection where children in the reception class were heard to say, "I don't want to do this".

27.At both key stages, pupils' attitudes to their work are very good. They enjoy schoolwork and are able to sustain their concentration. When carrying out investigations in science or mathematics, older pupils focus well on their task. Younger pupils making soft toys or purses in design and technology persevere at cutting and sewing their materials accurately. Pupils' capacity for personal study is good and some good practice in developing independent study skills is evident at the end of Key Stage 2. Here pupils are successfully researching information from library books, CD-Roms and the internet but, as yet, the school has not established a systematic approach to the development of this provision.

28.Behaviour is good overall and this is positively recognised by parents. The behaviour of the vast majority of pupils in and around the school is very good. They are courteous and trustworthy and show respect for persons and property. However, there is a small element at both key stages whose behaviour sometimes falls short of that of the majority. Pupils with special educational needs maintain a positive attitude and the majority concentrate on their work. Many are well motivated by good teaching. The behaviour of most pupils on register is good. There have been no exclusions during the last three years.

⁵ The Special Educational Needs Code of Practice gives practical advice to schools about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

29.The relationships between pupils and between pupils and adults are very good. Pupils work well together in the classroom in groups and in pairs and they play together happily and constructively. The school is a very harmonious community. Pupils are respectful and understanding of the values and beliefs of others within the experiences that the school affords them. Parents are very supportive of the values the school seeks to promote. Pupils are willing to take responsibility for day-to-day tasks around the school. When such opportunities are provided, they carry out their tasks conscientiously and efficiently.

30.The school has successfully maintained the standards reported at the time of the last inspection.

Attendance

31.Overall levels of attendance are good. At 94.4 per cent for the last reporting year, attendance is just above the average for all primary schools. This shows an improvement on the 92 per cent attendance reported at the time of the last inspection. There was no unauthorised absence during the last reporting period. However, in the current term the parents of one in four pupils in Years 4, 5 and 6 took them on term-time holidays. In the summer term of 1999, and despite plenty of notice from the school, the parents of some 10 per cent of Year 6 pupils took them on annual holidays during the mandatory National Curriculum attainment tests (SATs). The school is aware that standards are adversely affected by this practice and actively seeks the support of all parents in minimising the disruption to their children's education.

32.Punctuality is very good. Very few pupils arrive late for school and lessons start and finish promptly.

32. **Quality of education provided**

Teaching

33. Taking all available evidence into account, the quality of teaching throughout the school is good. It is a strength of the school. In 100 per cent of lessons observed during the inspection, the quality of teaching is never less than satisfactory. Teaching is good in 54 per cent of lessons, very good in 16 per cent and excellent in two per cent of lessons. No unsatisfactory, poor or very poor lessons were seen. The results of this inspection show an improvement in the quality of teaching since the last inspection when teaching was satisfactory in 98 per cent of lessons and good or better in 60 per cent. Factors contributing to this improvement and to the improvements in pupils' attainment and progress include the use of high quality assessment information to inform planning; the adoption of the literacy and numeracy strategies; implementation of the national guidelines for science, information technology and the foundation subjects; and regular monitoring by the senior management team and subject co-ordinators.
34. The teaching of children under five is very good. The quality of teaching is never less than good in all areas of learning with some excellent practice observed. At Key Stage 1 teaching is satisfactory. It is good or better in just under 40 per cent of lessons and one very good lesson was observed. The overall quality of teaching is good in science, information technology and history teaching at this key stage. At Key Stage 2 teaching is good or better in over three-quarters of the lessons seen and very good in a fifth. The overall quality of teaching is good in English, mathematics, science, information technology, French, history, geography and physical education.
35. There is a close match between the quality of teaching and the rate of progress made by pupils in lessons. In the best lessons, particularly in the under fives and in older classes at Key Stage 2, learning objectives are clearly identified and teachers' planning builds successfully on what pupils already know and can do. Pupils are actively involved in the learning process and they are encouraged to ask questions of each other and of the teacher, and shape their ideas. Examples of such involvement are evident in lessons in literacy, numeracy, science and information technology.
36. Examples of very good and excellent teaching were seen in lessons with the under fives. At Key Stage 2 very good teaching was regularly seen in lessons in literacy and numeracy, in particular. In these lessons, teachers' subject knowledge is very good, learning objectives are well formulated and they are shared with pupils. Lessons are carefully planned and conducted at a brisk pace with the active participation of all pupils. As seen in a number of under fives and Year 6 lessons, high expectations of what pupils can achieve, coupled with the positive reinforcement and development of teaching points, lead to high standards being achieved.
37. Examples of good teaching were seen in lessons in most subject areas and across both key stages. Where teaching is good, instructions are clear and steps in

- learning are carefully planned. Lessons proceed at a good pace and opportunities are taken for pupils to share and discuss their work, as seen in science lessons in Years 3, 5 and 6. Tasks are interesting and well matched to the skills being taught. Good use is made of plenary sessions to focus pupils' achievements in lessons. This was particularly evident in a Year 5 information technology lesson where pupils' newly learnt skills were discussed and other areas where they could be used explored.
38. Teachers' knowledge and understanding is very good in the under fives, satisfactory at Key Stage 1 and good at Key Stage 2. Many teachers have a thorough knowledge of a particular subject area and use this well. Specialist teaching is deployed well in Year 6. This is a good use of expertise and makes a significant contribution to standards in this year group.
39. Teachers' planning is of good quality. The school has agreed formats for teachers' medium and short term planning. Detailed schemes of work and curriculum guidelines are available. Curriculum co-ordinators are involved with long and medium term plans. The monitoring of teaching and learning is well established. The school's arrangements have both consistency and rigour. Pupils who learn at different rates, including those with special educational needs and those pupils for whom English is an additional language, are appropriately provided for and supported in class lessons.
40. Teachers' expectations of what pupils are capable of vary between subjects as well as between classes. Expectations are high in the under fives' classes. They are satisfactory overall, but variable at Key Stage 1. At Key Stage 2 expectations are satisfactory overall, and higher in the older classes. Teachers' expectations of pupils, particularly of those with the potential for higher attainment, are not consistent enough. Some tasks, especially those involving worksheets or colouring, do not sufficiently challenge pupils at either key stage.
41. All teachers are made aware by the special educational needs co-ordinator of the targets set for pupils with special educational needs. They have copies of individual education plans and are familiar with the pupils' difficulties. In the best practice, activities in lessons are adjusted to match the prior learning of pupils, particularly in literacy and numeracy where pupils work in ability groups. Pupils get good support in the classroom and, when withdrawn, from classroom assistants and the special needs co-ordinator. Pupils for whom English is an additional language are appropriately provided for and well supported by teachers and support staff.
42. Throughout the school assessment information informs teachers' planning well in English, mathematics and science. In other subjects, the available information is generally well used to assist with planning. The quality of marking varies from satisfactory to very good. The best practice, seen at the end of Key Stage 2, clearly informs pupils how they can improve the standards of their work and is a model for all staff to follow.
43. In the vast majority of lessons pupils are well managed. In the best lessons crisp

introductions set a brisk pace. Pupils collaborate well in the learning process and co-operate readily with each other in the practical tasks they are set. This is most evident in the under fives and in Year 6. As seen in information technology lessons, plenary sessions are well used to bring together teaching points and to assess pupils' grasp of the skills they have been taught. Where the pace of the lesson slows, as seen in a small number of lessons at both key stages, some pupils lose interest and the quality of learning suffers.

44. In the majority of lessons resources are well used. Time is also well used in the majority of lessons although in some information technology lessons pupils completed their tasks more rapidly than anticipated.

45. Since the last inspection the school has revised its homework policy and the vast majority of parents are satisfied with the amount of work their children bring home to do. Teachers are making good use of homework to help raise standards.

The curriculum and assessment

46. The curriculum planned for children under five is broad, balanced and well organised. It is firmly based on all the areas of learning recommended for young children and prepares them well for the National Curriculum and the next stage of learning. At both key stages the school's curriculum is good. It is broad, balanced and relevant. It meets statutory requirements to teach all subjects of the National Curriculum and religious education and prepares pupils well for the next stage of their education. The school has reviewed the coverage of the foundation subjects in the light of the relaxation of the statutory orders.
47. Since the previous inspection a number of improvements and developments have taken place that have enhanced the good provision found at the time of that inspection. The successful implementation of the National Literacy Strategy has resulted in improving standards in English. The National Numeracy Strategy has recently been implemented and is starting to raise standards. As a result of these new initiatives the balance of time allocated to subjects has been reviewed. Overall, the school has successfully maintained a stimulating curriculum that is enhanced by a good range of extra-curricular activities. However, the amount of time allocated to religious education and music is low compared with the majority of primary schools. The school's curriculum successfully promotes intellectual, physical and social development, preparing pupils well to become responsible and compassionate members of society. All pupils, including those for whom English is an additional language, have full access to the curriculum provided.
48. The school makes good provision for personal, social and health education, including sex education and raising awareness of drug misuse. Homework is set appropriately, supporting pupils' attainment and contributing towards their personal development.
49. Policies and schemes of work are in place for all subjects. These are of good quality. They cover the requirements of the National Curriculum and help teachers to plan effectively. Since the previous inspection they have been reviewed regularly to take account of new initiatives. The active governors' curriculum committee approves all policies and rigorously monitors the curriculum.
50. The effective planning format identified at the last inspection has been maintained and remains a strength of the school. Planning for literacy and numeracy follows the format identified in the Literacy and Numeracy Strategies. The curriculum is carefully planned to ensure that pupils are able to build on their prior learning. However, while teachers are aware of the need to challenge higher attaining pupils by, for example, the provision of extended tasks and independent study, this is not consistently planned for throughout the school.
51. The curricular provision for pupils with special educational needs is good. All pupils on the school's special educational needs register have full access to the whole curriculum. They work to targets set in their individual education plans. Effective procedures are in place for identifying the needs of such pupils. The extra help provided by classroom support assistants ensures that pupils with learning

difficulties or other special educational needs receive the same opportunities as others. Individual education plans are appropriate with specific targets set. They are regularly reviewed and updated to take account of changes in pupils' needs. The school's policy for special educational needs provides good guidance to staff and complies with the recommendations of the Code of Practice.

52. The curriculum is enhanced by a planned programme of educational visits. Visitors to the school also contribute positively to the curriculum, providing extension to such areas as literacy, music, geography and religious education. The broad range of extra-curricular activities includes choir, recorders, gymnastics, basketball, football, netball, cricket, information technology, two science clubs and a story club. In addition, instrumental tuition for music and a French club take place within curriculum time. All these activities, which are well supported, make a valuable contribution to pupils' personal and social development.
53. The school continues to monitor the curriculum vigorously. The headteacher, senior management team, subject co-ordinators and class teacher themselves are actively involved in the process. The governing body is closely involved through the curriculum committee and takes an active role in classroom observation of the literacy and numeracy lessons.
54. Assessment procedures for the children under five are very good. The local authority's early assessment procedures are carried out shortly after the children enter the reception class. Detailed individual records are maintained and this is used very effectively to inform teachers' planning and meet children's needs.
55. The assessment of pupils' attainment and progress in English, mathematics and science is thorough and consistent throughout the school. A comprehensive assessment policy helps teachers to gather a considerable amount of information about pupils' attainment in Key Stages 1 and 2. Standardised tests, together with National Curriculum and other tests, are used effectively to inform pupils' progress from Year 2 and throughout Key Stage 2. The headteacher, who is also the assessment co-ordinator, carries out a careful analysis of test results and information from this is used to set individual and year group targets. This practice is a strength of the school. Assessment procedures are used well to measure pupils' progress in order to inform curriculum planning and foster high attainment in these subjects. In some areas of the curriculum, such as religious education, the school has not yet developed a formal system of assessment. Although pupils make satisfactory progress, assessment information is not rigorously used to help teachers in their planning or to monitor the progress being made, particularly by higher attaining pupils.
56. Statutory assessment procedures are in place to assess pupils with special educational needs and set targets for them. In addition, regular reviews are held with parents to review existing targets and set new targets as required. The special educational needs co-ordinator keeps a continuous watch over the pupils' progress towards their targets and good records are maintained. Support also involves consultation with outside agencies as appropriate.

57.The school meets its obligation for the administration of statutory assessment tasks and tests. Regular meetings, together with written reports, enable parents to be kept well informed of their children's progress.

58.Although the marking of pupils' work is satisfactory overall, the quality of practice varies. The best examples are thorough with a clear indication of what the pupils need to do to improve their work. This good practice has yet to be shared widely to ensure that all teachers meet the same high standards of marking.

Pupils' spiritual, moral, social and cultural development

59.For children under five and at both key stages the school's provision for pupils' moral development is good, and that for their social development very good. The provision for pupils' spiritual development and cultural development, both unsatisfactory at the time of the last inspection, has improved. Both are now satisfactory.

60.Spiritual development is satisfactory. Young children in the reception class find wonder in learning. Literature and music are used at both key stages to prompt pupils' awareness of the beauty and wonder of the world. In history, pupils in Year 6 reflect on the horrors of war and consider how they would cope with being evacuated. In science, pupils develop a sense of awe and wonder; they watch ice melt, solids dissolve and magnets attract and repel. However, such links are often incidental to, rather than an integral part of, the planned curriculum.

61.Planning for assemblies ensures that Christian traditions and beliefs are celebrated and that other cultural values and beliefs, such as Islam, are also included. There is a daily act of worship and statutory requirements are met. However, time for reflection is often limited. For instance, whilst pupils empathise with a story about friendship and illness, opportunities are missed to reflect and discuss personal thoughts and feelings that are evoked. To raise pupils' spiritual awareness further, the school has used music and poetry in assemblies to focus on wider world issues, such as Remembrance Day.

62.The school's provision for moral development is good. It is based on clear and consistent practice that supports good behaviour throughout the school. Pupils are encouraged to be responsible for their own actions and to know right from wrong. An example is when younger children in the reception class make posters about caring for their environment and write their own class rules. On occasions a small minority of pupils act in an immature way, but this is not generally detrimental to the learning of others. Pupils value the school's system of merit awards for good work and behaviour. Successes are shared in assemblies. Pupils are influenced by the good example set by adults within the school and are encouraged to be courteous and considerate to others.

63.Provision for social development is very good. Across the school there are many opportunities for pupils to collaborate and work in different social groups and to develop good relationships with each other. Younger children develop greater independence when, for example, dressing for physical activities or collecting

finished work at home time. Older pupils begin to carry out personal study at greater depth and are confident in their dealings with visitors and adults. Monitorial duties, such as acting as librarians and preparing resources for assemblies, are carried out efficiently. After-school activities and educational visits to places of geographical and historical interest widen horizons. The school also promotes a sense of citizenship by taking part in the 'Young Persons Charter', creating a tapestry for the Millennium Dome and supporting a wide range of charitable causes, such as 'Age Concern' and 'Readathon', helps develop wider social awareness.

64. Provision for cultural development is sound, but opportunities are missed to study the cultural diversity of nearby communities in greater depth. There is also better provision for the appreciation of European art and literature than for other cultures. Whilst in some year groups work on famous artists and writers is used well as a stimulus for creativity, displays outside some classrooms lack the pupils' own personal response. Provision for the study of the local environment and the pupils' own cultural heritage is well identified in history and geography. Interesting work on Guy Fawkes and Holbeche House are examples. The school is building up a range of books that more accurately reflect the cultural make up of the school community.

Support, guidance and pupils' welfare

- 65.The school has successfully addressed a number of issues raised in the last inspection report. It provides very good support for its pupils in the way that it monitors academic and personal development. Teachers keep systematic records of pupils' personal development. There is a very good system for monitoring academic progress which is used to inform teachers' curriculum planning and to raise standards. However, teachers' expectations of what higher attaining pupils can achieve are not always high enough.
- 66.The school provides effective support for all pupils with special educational needs. Targets, set by the special educational needs co-ordinator and the class teachers, are reviewed regularly. There are good links with outside agencies such as speech therapy. At present, links with the educational psychology service are less secure due to circumstances beyond the school's control. There is good support for pupils for whom English is an additional language.
- 67.There are good procedures for promoting discipline and good behaviour and for eliminating bullying and other forms of unacceptable behaviour. These are effectively applied in dealing with the small number of pupils throughout the school whose behaviour falls short of that of the vast majority.
- 68.There are effective procedures for promoting good attendance. The school does what it can to discourage parents from taking their children on holiday during term time. All parents are made aware that such absences adversely affect standards. Parents of pupils in Years 2 and 6 are advised well in advance of the dates of National Curriculum statutory tests and assessments.
- 69.There is good provision for pupils' welfare, health and safety. Parents are happy with this provision. Health education is provided throughout the school. A new whole-school policy on drugs awareness has been drafted recently and sound policies on other areas are already in place. There are good procedures for child protection. Members of staff are vigilant and sensitive to pupils' needs. The designated person undergoes regular training and effectively shares this with colleagues. First aid provision is good; a high number of staff have been trained and hold current first aid certificates. The school has recently spent significant sums of money to bring the toilet facilities up to modern standards. The interior of the school is maintained and cleaned to a very high standard by the caretaker and cleaning team. As reported at the time of the last inspection, parts of the exterior of the school building are in a poor state of repair. This is beyond the control of the school. The governing body is planning to commission a professional audit of the potential threat to personal safety posed by rotting window frames in order to gauge whether emergency action needs to be taken.

Partnership with parents and the community

- 70.The school's partnership with parents and the community is good and this makes a good contribution to pupils' learning. It has maintained the effective partnership with parents reported at the time of the last inspection. The vast majority of

- parents feel the school is approachable. The systematic way in which the school seeks and obtains information from parents on their views and concerns is a strength. Three parents' evenings a year provide respectively for target setting, review of progress and end of year reporting. This is very good practice. However, although written end of year reports meet statutory requirements, they do not always comply with the school's policy by indicating how well a pupil is progressing in relation to other pupils of the same age.
71. The quality of information provided for parents is satisfactory with a number of good features. A key issue in the last inspection report was to improve the quality of information provided for parents about the school's curriculum. Parents now feel much better informed about the school's curriculum, some 94 per cent of respondents to the Ofsted parents' questionnaire indicating that they are given a clear understanding of what is taught. Ninety-two per cent of parents feel that the school is approachable. The school recognises that it needs to continue in its efforts to assist all parents to understand the requirements of the National Curriculum and the ways in which teachers deliver it.
72. The prospectus is very comprehensive but, in its present form, unwieldy. It contains a range of detailed policy statements rather than summaries with full documentation available for scrutiny as required. At present the aims of the school rank as document 13 in the prospectus package. Work has started on revising the prospectus with the aim of presenting it in a more user-friendly format. A significant number of the parents who met the Registered Inspector prior to the inspection felt that they would like more information about what was going on in the school but in fewer letters.
73. Parents' involvement in their children's learning is good. Homework is set regularly. A significant number of parents help voluntarily in the school. Parents of pupils with special educational needs are consulted and informed regularly through review meetings and parents' meetings. Targets for the children are shared and the results of reviews discussed fully. The school benefits from the expertise of parents and members of the local community who come to the school to talk about their work and experiences. The Home-School Association makes a very good contribution to the social life of pupils and adults, and raises valuable funds to enable the school to purchase additional books and equipment.
74. There are good links with the local community and commerce. These enrich pupils' learning. For example, the school is involved in environmental projects with local companies. Staff and students from a nearby technical college recently worked with Year 6 pupils on practical construction projects to improve the school's playground facilities.

74. **The management and efficiency of the school**

Leadership and management

75. The school is well led and ably managed by the headteacher. He has a clear vision for

the future educational direction of the school and plays a pivotal role in its realisation. This vision is successfully shared by the governing body, management team and staff and well supported by high quality developmental planning that enables the school to respond promptly to new initiatives. By taking responsibility for assessment throughout the school, the headteacher maintains a close watch on standards and the quality of education provided. Members of the management team undertake their specific responsibilities diligently and provide good exemplars of successful classroom practice. With good leadership, by working effectively as a team, and with the support of the governing body, the teaching and non-teaching staff have together successfully moved the school forward since the last inspection. Good progress has been made in addressing the key issues identified in the inspection report. The school's capacity for further improvement is good.

76. Very good provision is made for monitoring and supporting teaching and curriculum development. Subject co-ordinators have clearly defined responsibilities, including budgetary control. A planned programme of release time enables co-ordinators to monitor the delivery of their subject throughout the school. Teaching is monitored by the headteacher and management team and areas for development identified. Pupils' attainment and progress are monitored on a regular basis. Detailed analyses are made of test and assessment information and appropriate action planned to address shortcomings. One result of this process has been the establishment of specialist teaching in Year 6.
77. The governing body conducts its affairs effectively and efficiently. An appropriate committee structure is in place and decisions are carefully minuted. Although only recently elected to the chair, the chairman has been associated with the school for many years and has a good understanding of where the school has come from and where it is going. Whilst governors rely on the headteacher to keep them informed about detailed matters, they also maintain a good, independent view of the work of the school through visits and discussions with staff and parents. Good use is made of governors' individual strengths and experience. There is a purposeful and business-like relationship between the governing body and the headteacher and his staff.
78. The special educational needs co-ordinator carries out her responsibilities most effectively. She maintains an accurate register and ensures that all individual education plans are regularly reviewed. All members of staff are kept well informed of pupils' targets. There is a nominated governor for special educational needs. He is very interested in this area and takes every opportunity to visit the school, meet with the special educational needs co-ordinator and discuss progress and developments in this area.
79. Developmental planning is of high quality and is closely linked with the budget. Targets are clearly stated and the process by which they are achieved methodically thought through. Responsibilities, time-scales, funding and monitoring arrangements are systematically outlined and success criteria identified. A minor weakness is that some of these success criteria lack the sharp focus that would enable the governing body more readily to evaluate the achievement of the targets set.

- 80.The aims of the school are comprehensive and well suited to the age of pupils and location of the school. They are successfully implemented. Ninety-four per cent of respondents to the Ofsted parental questionnaire agreed or strongly agreed with the statement that the school's values and attitudes have a positive effect on their children.
- 81.The ethos of the school is very good and has a very positive impact upon the standards achieved. Pupils' attitudes to work are very good and there are very good relationships between pupils and between adults and pupils. The school provides a secure and stable learning environment.
- 82.At the time of the last inspection the leadership and management of the school was reported to be strong but there were some issues brought to the school's attention for action. These have been successfully addressed. The school's provision for the spiritual and cultural development of pupils has improved. Governors are now more knowledgeable about the school's curriculum and 97 per cent of the parents who responded to the Ofsted questionnaire indicated that the school gave them a clear understanding of what is taught. Clear planning formats and a very detailed staff handbook now enable supply teachers or new staff to become familiar with the school's routines and practices.
- 83.A major factor in the school's continued high standard of leadership and management has been the commitment to monitoring standards of attainment, progress and teaching and the detailed analysis of what is needed to bring about further improvement. A good example of this relates to standards of attainment. Whilst pupils were successful in achieving or exceeding the national averages in the National Curriculum statutory assessments and tests at Key Stages 1 and 2, the school became aware that, in comparison with similar schools across the country rather than in the immediate area, a lower proportion of pupils were achieving higher levels. As a result, specialist teaching was introduced in Year 6 and termly individual targets established for pupils. The school is now very responsive to ways in which standards can be raised.
- 84.At the time of the last inspection a number of minor statutory irregularities were identified. These have all been addressed and during this inspection all statutory requirements were met.

Staffing, accommodation and learning resources

- 85.There are sufficient and appropriately qualified teachers for children under five and for pupils at both key stages. The school's strategy of striking a balance between age, experience and subject specialisms is very effective, particularly for a school of this size. There is a good match between initial training and current responsibilities and good procedures are in place for the identification and provision of further training. Good arrangements are made for the induction of new staff and effective arrangements are in place for the appraisal of staff. Since the last inspection a staff handbook has been produced. Whilst this provides much valuable information, it is a very weighty document containing detailed policy documents that are readily available elsewhere in the school.

86. The school has a good number of appropriately trained support staff. They work closely with teachers and make an important contribution to the standards achieved by pupils. The school actively encourages members of its support staff to undergo additional training and gain qualifications.
87. The adequacy of the accommodation for the effective delivery of the curriculum is good. The accommodation for children under five is good. Two of the original classrooms have been knocked into one and the reception class has easy access to its own toilets and outside area. Although the overall amount of teaching space is generous for the delivery of the National Curriculum and religious education at both key stages, classrooms are small and space is at a premium. The school is justly proud of its recently completed computer suite. The library is of sufficient size to enable groups of pupils to undertake independent study. Technology is well served by a well-equipped food area and a general working area.
88. Overall, the school is well resourced but there are some minor exceptions, such as the limited range of bibles available in religious education. The quality of resources is good. Since the last inspection the library provision has been reviewed and increased with the generous support of parents. The school has made a significant commitment to providing up-to-date information technology resources not only in the suite, but also in each classroom.
89. The school has addressed the under-resourcing in art and music raised in the last report. Information technology has been successfully established in the school and quality resources are now available. Concern was expressed at the time of the last inspection in respect of the poor state of repair of the external fabric. Little has changed since that time despite the best efforts of the governing body which does not have responsibility for this matter. Although this is not having an impact on the quality of education or the standards achieved, the governing body is aware of its responsibilities in regard to pupils' safety and welfare

The efficiency of the school

90. Financial planning is excellent and the budget is well managed. Allocation of the budget follows priorities identified in the school development plan. The standard of forward planning and provision by the governing body for items that cannot be funded from within a single year's allocation is first class. For example, the recent provision of a computer suite with individual workstations and the upgrading of the toilet facilities have required the use of budget surpluses and funding from two financial years.
91. Good use is made of teaching and support staff. In-service training is well managed and teachers' qualifications and expertise are well matched to the demands of the curriculum. Support staff receive training that leads to professional qualifications and voluntary helpers are well briefed on their duties.
92. The use of learning resources and accommodation is very good. The library is well used and there are dedicated facilities for information and communications

- technology, design technology and early years structured play. The space and equipment available for physical education is good.
93. Sufficient financial support is allocated for pupils with special educational needs and this is used wisely and effectively. Funds for supporting pupils for whom English is an additional language are well used. Other grants and specific funds are appropriately deployed.
94. The efficiency of financial control is very good. The school secretary provides the head-teacher and staff with very good support. School fund accounts are audited and presented to the governing body each year. The headteacher and the governor responsible for finance carefully check monthly returns. The issues raised in the latest auditor's report have been addressed
95. Day to day administration is good. There are well-established routines, which are fully understood by staff and pupils. Policies and documentation are thorough but there is a lot of unnecessary duplication. Paperwork needs to be rationalised and, where appropriate, reduced in volume.
96. The unit cost per pupil is broadly similar to that found nationally. Taking into account the attainment of the intake, the quality of the education provided and the standards attained, value for money is good. The high standard of efficiency reported at the time of the last inspection has been maintained.

96. **PART B: CURRICULUM AREAS AND SUBJECTS**

Areas of learning for children under five

97. Provision for children under five is organised within the reception year. The school follows the agreed local education authority's guidelines for admission. At the time of the inspection six pupils were under five, the others having celebrated their fifth birthdays during the term. A programme of pre-school visits, and links with playgroups such as the 'toddler group' in school, provide a settled start to school life. Although most children benefit from some pre-school learning, experiences are wide. Early assessment indicates that attainment on entry is largely average. Speaking and listening skills are good and social skills are above average.

98. At the time of the previous inspection the curriculum for the under fives was good and standards were judged to be generally high. Today, provision is still of a high quality, enabling children to make good progress and to achieve above the expected levels for five year olds. When appropriate, children begin to work towards the first level of the National Curriculum, especially with language and literacy and in mathematics.

99. Teaching is very good and on occasions it is of the highest quality. Learning reflects the six areas of experience for younger children. Relationships are a strength. The reception teacher's expertise in how young children grow and learn and the skilful use of questioning encourages the children to become positive, confident learners. Early assessment, and teachers' continuous assessment of learning, is well used to inform the next steps in planning. Whilst physical and outdoor experiences are planned for all the year round, the practice and development of gross physical skills is less consistently taught.

Personal and social development

100. Children make very good progress and achieve above the nationally expected levels by the age of five years. Behaviour is very good and the children are successfully learning to know right from wrong. They discuss how they would like to look after their environment and design posters with their own rules. The children respond well in different social groups; they listen attentively in assemblies, take turns when choosing ingredients for ice-cream sundaes and show initiative with self-help skills when getting ready for physical activities. They are kind to each other and show respect for living things.

Language and literacy

101. By the age of five years children achieve above the expected levels in language and literacy. Speaking and listening skills are good and children make good progress with their reading and writing.

102. The children enjoy sharing stories and are eager to join in. They can ask and answer

questions confidently and recall the main events of their favourite stories such as 'Peace at Last'. Most children can recognise and begin to write their own name freely. They identify and link letters of the alphabet with their sounds and recognise well-used words. They enjoy library time, make choices of books and talk about characters with enthusiasm. Links are made with the spoken and written word as recipes, labels and instructions are discussed and followed. The children develop good pencil skills, gaining control over the shape and direction of their writing. Although early, independent writing skills are encouraged, opportunities to link writing with spontaneous or child-chosen activities are sometimes missed.

Mathematics

103. Attainment in mathematics is above the expected levels by the age of five years and progress is good. Most children can count to nine and many above this, recognising and writing numbers clearly. They understand mathematical language of 'how many', 'more' and 'less'. They can match, sort and count objects according to different criteria. Many begin to use their learning in other experiences; for instance, counting spoons in food technology and adding and subtracting numbers. Most children can name basic two-dimensional shapes and produce repeating patterns using colours and small apparatus. Understanding about size and weight is reinforced in experiences in sand and water play.

Knowledge and understanding of the world

104. The children achieve above the expected levels by the age of five years. Progress is generally very good. The children successfully study their local environment and the wider world. The high quality of the teacher's questioning skills and expertise in developing children's thinking and language skills supports these high standards. Interest in the living world, changes in materials, designing, making and testing, are part of the rich experiences provided. The children consider why ice-cream melts, relate this to conditions of hot and cold and give examples of frozen food. Teachers make good use of displays to reflect the 'topics' studied; for instance experiments with the best material to keep teddy dry.

Creative development

105. By the age of five years children achieve above the level expected. Progress is good. They experiment with painting, drawing, collage and develop finer control and dexterity with pencil and painting skills. They make observational drawings of teddies and make patterns using different colours. Most can join in with favourite songs and action rhymes, and learn to handle and use untuned percussion instruments. Children are very confident to use role-play, and they successfully use drama to enact their favourite stories, such as the journey to Bethlehem.

Physical development

106. Children achieve the expected levels by the age of five years. Progress is satisfactory. There are planned opportunities to use the school hall and outside

play area to practise and to develop physical skills and co-ordination. However, the school does not, at present, monitor the regular and all year round use of these facilities by pupils. During hall time, the children move well in a larger space, follow commands and experiment with travelling on different body parts. They can run, hop and jump and are starting to balance with increased dexterity. Fine skills with cutting, pasting and sticking are developed with increasing competence.

106. **English, mathematics and science**
Information technology and religious education

English

107. In the previous inspection achievements in English were at least in line with the national expectation with many pupils achieving beyond it at both key stages. In the 1999 National Curriculum tests at the end of Key Stage 2 attainment was very high when compared to all schools and well above average in comparison with similar schools. Forty per cent of pupils gained Level 5, which is well above the national average. At the end of Key Stage 1, in the 1999 national tests, attainment in reading was above average compared to all schools and average when compared to similar schools. In writing, however, attainment was average when compared to all schools nationally but below average when compared to similar schools. Results indicate that standards in English evident in 1996 to 1998 have been maintained and improved in 1999. The majority of parents agree that the school promotes a good standard of work. The variation between the two key stages is partly related to the small cohorts of pupils. Other factors such as the use of specialist teaching in Key Stage 2 and the effect of 'booster' classes contributes to the accelerated progress in Key Stage 2, as does the quality of teaching for the older pupils, in Key Stage 2 in particular.

108. Inspection evidence supports these findings, indicating that levels of attainment have improved and that the standards of pupils' attainment at the end of both key stages are above average. The successful implementation of the Literacy Strategy and very good monitoring of results to identify weaknesses are examples of the initiatives which, together with the effective monitoring of teaching and thorough training for staff, are having a positive effect on standards.

109. In Year 2, at the end of Key Stage 1, standards in speaking and listening are above average. The pupils make good progress as they move through the key stage. Many pupils talk clearly and confidently. They listen carefully and are eager to contribute to oral discussions and respond to questions, a good proportion with clear articulation.

110. In Key Stage 1 pupils' attitudes to reading are positive and standards are above average at the end of the key stage. Progress is satisfactory. Although the majority of pupils demonstrate above average competence in their phonic skills, many lack fluency and expression in their reading. Higher attainers, in particular, have limited expression in their reading and are not always aware of the use of punctuation to enable fluency and meaning to be conveyed. Many are able to talk about their favourite author and show pleasure when discussing their reading but have insufficient opportunities to do so in lessons. They have a good understanding of letter sounds and are confident in many cases when attempting unfamiliar words. Higher attainers do not have sufficient opportunities for more demanding reading earlier in the key stage, with greater opportunities for all pupils to read widely, talk about their reading and to extend their reading skills through a

variety of reading tasks such as book reviews, drama and role-play activities.

111. Standards of attainment in writing are average at the end of Key Stage 1. Although satisfactory overall, progress is uneven across the key stage. There is an over-reliance on work sheets for basic skills. As a result, there is little opportunity for pupils to write at length. The range and purpose for writing are limited in Key Stage 1. This was a concern in the previous inspection report and remains an issue to be addressed. However, more recently there is evidence of the Literacy Hour beginning to have a more positive effect with the use of non-fiction text for instructions, for example. Handwriting and presentation skills are weak for a significant majority of pupils because these skills are not systematically developed. The practice of pupils copying from an un-joined text, to produce neat cursive handwriting, does not promote high standards or help pupils to improve letter formation and joining skills. Higher attaining pupils write more complex sentences, using simple connectives. Spellings and grammar are developed systematically through the Literacy Hour. Opportunities for imaginative writing for story and poetry are limited, particularly for the higher attaining pupils.
112. Pupils' attainment on entry to the school is largely average but spelling skills are above average for a significant proportion of pupils. The children make good progress in the reception class in developing early skills in reading and writing. However, progress in Key Stage 1, although satisfactory overall, is uneven. Pupils are encouraged to speak clearly and listen carefully. This improves their use of English and develops their confidence from an early age. As they move from Key Stage 1 to Key Stage 2, pupils extend the purpose for writing but, again, progress is uneven within Key Stage 2. The very good teaching at the end of the key stage has a positive effect on the amount of progress made by the oldest pupils. However, extended writing remains limited. This is a weakness and is an area for further development.
113. In Year 6, at the end of Key Stage 2, pupils' attainment is above average in speaking and listening. The good rate of progress found earlier in the school has been maintained. Pupils listen attentively and with interest. They reply thoughtfully to questions and many demonstrate the ability to structure their responses and express themselves clearly and articulately. When addressing the class within the Literacy Hour in Year 6, pupils demonstrated a good level of comprehension of a range of complex vocabulary and could explain the meanings well. There are good opportunities for pupils to gain awareness of standard English and its use, particularly for the older pupils in Key Stage 2.
114. By the end of Key Stage 2 pupils' attainment in reading is above average. Pupils read a varied range of literature, both fiction and non-fiction, many reading accurately and with good understanding. Higher attainers are able to skim and scan text to extract relevant information and are able to use inference and deduction. They have a good knowledge of different genres. However, although satisfactory overall, progress is uneven. Pupils are not being consistently challenged in their reading as they move through the school. Pupils in Year 6 are confident in their use of the library to locate and retrieve information but the development of independent study skills is not systematic, and the acquisition of library skills varies

between classes.

115. Pupils' standards in writing at the end of Key Stage 2 are just above average but progress is uneven across the key stage. The good teaching for the older pupils is particularly helpful in extending the range and purpose for writing, improving pupils' handwriting and the presentation of work. However, few pupils are able to write at length. Whilst they make good use of punctuation and there is evidence of improved spelling as a result of the Literacy Strategy, extended writing in English and across the curriculum is unsatisfactory. Pupils are able to plan and redraft their work demonstrating well-developed skills. They make good use of information technology to help them improve the quality of their writing.
116. Pupils with special educational needs and those with English as a second language are well supported. They make satisfactory progress in Key Stage 1 and good progress in Key Stage 2 in meeting the targets set in their individual education plans. Pupils for whom English is an additional language make good progress at both key stages. Opportunities are provided for them to work in small groups, often with a support assistant or first language specialist, in order to develop their range of vocabulary and increase their confidence.
117. Pupils behave very well in lessons, with good relationships enjoyed with teachers and each other. Pupils' attitudes to English and the Literacy Hour are very good in both key stages. They are well motivated to learn, take turns to speak and value each other's contributions. The majority are able to work well collaboratively in independent group work. They use their initiative, when given the opportunity, and concentrate well in lessons. All pupils demonstrate enjoyment of and respect for books. Throughout the school, pupils' very good attitudes are often reflected in the standards they achieve, although for some higher attainers there is the potential to achieve more.
118. The quality of teaching in Key Stage 1 is satisfactory and in Key Stage 2 it is good. Within both key stages there is evidence of a range of teaching from satisfactory to good, and in Key Stage 2, very good teaching. In the very good teaching, knowledge of the subject is secure and expectations are very high. The tasks are challenging and the lesson proceeds at a good pace. A good example of this was a Year 6 lesson in which pupils were studying the origins of English words, their roots and structure. In this lesson the teacher posed very good questions to stimulate thinking and extend learning. The teacher ensured that all pupils were very involved and remained on task. On-going assessment helped pupils to improve their work and the plenary session was used well to check learning and progress made. Planning in both key stages is good. However, in some lessons, the short term plans lack clearly defined and demanding tasks for higher attainers. Homework is used effectively to reinforce learning. However, wider use of homework is not being used to extend pupils' independent study skills and thus improve this aspect of pupils' personal development. While teaching is at least satisfactory in all lessons, the weaker areas relate to a lack of challenge for higher attainers, the pace of some lessons and, in Key Stage 1 particularly, over-dependence on worksheets and the teacher.

119. The subject co-ordinator is hardworking, has a good knowledge of the subject and sets a good example through her own teaching. She has ensured, with governors, teachers and classroom support assistants, the successful implementation of the National Literacy Strategy. Procedures for assessing pupils' work, the use of assessment information to inform planning and the monitoring of pupils' achievements are all very good. Results of national tests are carefully analysed to identify areas of weakness that are then clearly targeted, both for the cohort and for individual pupils, to enable them to improve. The quality of marking remains inconsistent with the best examples clearly identifying where pupils need to improve. Such good practice is an example to others. Resources have been increased to take account of new requirements for the Literacy Strategy and are sufficient to enable the Literacy Hour and National Curriculum to be delivered well. The library is a very good resource which is well used to support teaching and, by some teachers, to develop library skills, although these are not systematically developed in all classes. The school makes effective use of theatre visits, library events such as quizzes and 'Readathon' fund-raising to increase pupils' enjoyment, but drama is not a well-developed aspect of the curriculum. English makes a good contribution to pupils' spiritual, moral, social and cultural development.

Mathematics

120. Standards in the 1999 National Curriculum tests were the highest the school has achieved since national testing began. At the end of Key Stage 1, they were above average; at Key Stage 2 they were very high. Excluding the rise in 1999, standards over time in Key Stage 1 have been similar to the national average. At Key Stage 2 standards have risen steadily above the average. At the time of the 1995 inspection, standards were judged to be broadly in line with national averages.

121. Present inspection evidence indicates that pupils in Year 2, at the end of Key Stage 1, and in Year 6, at the end of Key Stage 2, are attaining standards close to the national averages. Although progress is satisfactory overall, it can be uneven at times. For instance, the rate of progress accelerates at the end of Key Stage 2 as a result of specialist teaching and extra support through "booster classes".

122. The school is implementing the numeracy strategy well and teachers are gaining confidence with the framework. Oral work and mental mathematics are identified clearly in planning, and plenary sessions are used effectively to consolidate and share learning. However, there is an over-use of commercial mathematics schemes and worksheets, particularly at Key Stage 1. Scrutiny of pupils' work shows little evidence of other ways of recording work and insufficient opportunities for pupils to make decisions, solve problems and to use and apply their mathematical skills in real world situations.

123. Throughout the school, pupils present their work well. Pencil and paper skills and clear layout are helpful with calculations in Key Stage 2. Ordering and place value are clearly taught within each year group and successfully build upon previous skills and understanding. At both key stages pupils begin to explain their

strategies to solve problems in general terms. Mathematics is promoted in subjects such as science, design and technology and in geography, where data related to rainfall and temperature is interpreted in graphs.

124. Younger pupils have a good knowledge of counting and can add on and count back. They begin to use mathematical language such as 'more' and 'less' and recognise every day shapes. By Year 1 pupils become more accurate with simple addition and subtraction and start to form numbers clearly. By the end of the key stage, many pupils have a good knowledge of place value, start to work on simple problems and calculate 'how many more or less' in their heads. They understand some aspects of standard measurement, as when predicting and measuring in centimetres the length of hands, fingers and feet. More confident pupils attempt to represent the data they have gathered in simple charts and graphs.
125. At Key Stage 2 younger pupils develop their instant recall of tables. They begin to link their knowledge of the 3 times table to work with division and fractions. For instance, identifying that one-third of 30 or 30 divided by 3 equals 10. By Year 4, pupils increase the speed of their mental recall and can round up or down to the nearest 100. By the end of the key stage, pupils develop their understanding of long multiplication and can multiply large numbers by fractions. They work well with two- and three-dimensional shapes and can calculate perimeters. In some aspects of mathematics, for instance, when working out time duration, gaps in previous coverage mean that standards dip. However, thorough analysis of assessment results has identified these areas of weakness and the teachers take steps to address them. For instance, probability and work with co-ordinates are targeted so that standards may be improved and better progress made. Pupils, including those with special needs and pupils for whom English is an additional language have equality of access to all aspects of the curriculum and they make satisfactory progress with their learning at Key Stage 1 and in the younger classes in Key Stage 2; pupils in the older classes in Key Stage 2 make good progress.
126. Pupils' attitudes are good. They enjoy mathematics, collaborate well in lessons and are well motivated. Behaviour is generally good but, on a few occasions, a small number of pupils act in an immature way and find it hard to listen attentively. Younger pupils are confident to use new skills, whilst older pupils, given the opportunity to do so, learn to work independently.
127. The quality of teaching is sound at Key Stage 1 and good at Key Stage 2. In all year groups teachers plan to meet the learning objectives of the numeracy strategy; oral and mental work is sharp and challenging. Good teaching draws well on the expertise and subject knowledge of the teacher and makes good use of assessment information to identify the next steps in learning. Where teaching is satisfactory, opportunities to allow pupils to investigate and record their mathematical findings in different ways are often missed. Marking of older pupils' work in Key Stage 2 is used effectively to show pupils how to improve. Homework is regularly set. Over the past three years the subject co-ordinator has taught mathematics at the end of the key stage. This regular, extra support and well-matched work has accelerated progress and influenced the steady rise in attainment at the end of the key stage.

128.The management of mathematics is good. The co-ordinator gives good support to colleagues and has identified, through rigorous monitoring and evaluation of assessment and planning, appropriate priorities for subject development. The school is well aware of the strengths and weaknesses of the subject. This contributes positively to improving standards of attainment. Resources are effective in their support of learning and are accessible in lessons.

Science

129.In 1999 National Curriculum assessments at the end of Key Stage 1, all pupils were assessed as reaching the standard expected for this age. This is very high in comparison with the national average. The proportion of pupils assessed as reaching the higher levels was in line with that found nationally. In the 1999 National Curriculum tests at the end of Key Stage 2, the proportion of pupils reaching the standard expected for this age was well above the national average. The proportion of pupils gaining the higher levels was above the national average. Compared with all schools, the results at the end of Key Stage 2 were well above average.

130.At the time of the last inspection standards were in line with national averages at both key stages. Standards have risen since then. The school has undertaken a careful analysis of assessment and test results and has rigorously identified areas for improvement and development. The decision to provide specialist science teaching in Year 6 and the planned “booster classes” are two examples of the school’s action plan to raise standards in the subject.

131.The findings of this inspection indicate that attainment in Year 2, at the end of Key Stage 1, is above that expected for pupils of this age. Pupils build effectively upon the good foundations established in the reception class. A strong emphasis on practical activities, particularly in Year 2, successfully engages pupils’ interest and is reflected in their recorded work. Pupils in Year 2 are aware of the effects of exercise and they know which foods are healthy and those that should be taken in moderation. They are aware of how materials can change when heated or frozen and that some materials cannot return to their original state once changed. They can apply classification skills to foods and materials and can collect and display information on bar charts and interpret what they have found. Their observational skills, as when discovering how ice cubes change state, are of a good standard and pupils make good use of language to describe what they can see, feel and touch. They are starting to appreciate the importance of conducting a fair test.

132.In Year 6, at the end of Key Stage 2, attainment is above the national average. The strong emphasis being placed on the development of pupils’ investigative and experimental skills in Year 6 is having a positive impact on standards. Pupils approach their work in a mature way. They have the confidence to make predictions knowing that these are not intended to be watertight conclusions but hypotheses that they will test. They are well aware of the importance of conducting a fair test and the necessity of only changing one variable at a time. For example, when investigating the dissolving of a solid in a liquid, pupils take

care to record each step of their investigation and ensure that quantities are carefully measured. They are aware of the different properties of materials and can classify solids, liquids and gases. They can describe instances of reversible and irreversible change and use this information to predict whether other changes are reversible or not. They reach their conclusions by careful consideration of their findings and can suggest ways in which the investigation can be improved. They make good use of graphs and diagrams when recording their work.

133. Progress over time in Key Stage 1 is satisfactory. In the lessons seen in Year 2 it is good and scrutiny of pupils' work indicates that the rate of progress is accelerating. Pupils with special educational needs and those for whom English is an additional language make similar progress to other pupils. Progress in Key Stage 2 is also satisfactory over time. It accelerates at the end of the key stage. Within the key stage there is some unevenness in the planned development of pupils' investigative and experimental skills and in the challenge provided for higher attaining pupils. For example, in a Year 3 lesson on magnets, pupils made good progress in developing their knowledge and understanding of the properties of magnets. Pupils understand well that magnets can be used for a variety of purposes and use the correct vocabulary to describe the direction of force they exert. It was their curiosity and interest, rather than the planned provision, which resulted in the majority of pupils making good progress in their observational and investigative skills. In Year 5, pupils studying the circulatory system can measure a pulse rate, record and present their findings although not all are immediately able to link their results with their previous knowledge and understanding of the human body. At this key stage pupils with special educational needs made good progress, particularly when they have support in carrying out investigations and recording their results. Pupils for whom English is an additional language make good progress particularly when language support is available for them. Within both key stages higher attaining pupils are not always sufficiently challenged to further develop their independent thinking or investigative skills.
134. Pupils' attitudes to science are good. Occasionally a small minority of pupils at both key stages demonstrate immature behaviour but the vast majority show high levels of motivation particularly in investigative activities. They are keen and eager to get on with their work and this influences the progress they make in lessons. Pupils are courteous and listen carefully to what each other has to say. They carefully weigh up information and collaborate effectively.
135. Teaching is good at both key stages. Teachers plan appropriately and identify clear objectives for learning. The adoption of national guidelines has helped teachers to more accurately plan for the systematic development of pupils' scientific thinking and practical skills. Overall, good provision is made for lower attaining pupils and support staff are well informed as to how they can help these groups. Whilst the practical tasks given to higher attaining pupils are generally appropriate, insufficient attention is given to providing them with further opportunities to harness and develop their thinking and independent study.
136. Specialist teachers make good and confident use of their scientific knowledge and professional understanding, particularly with investigative and experimental work.

All teachers use technical terms correctly and encourage the pupils to do the same. Although there is a good level of interaction between teacher and pupils and between pupils in the majority of lessons, in the best practice concentrated learning takes place through careful questioning and through listening to, and discussion of, the ideas put forward by others. In all lessons pupils' contributions are valued and this encourages them to put forward their own ideas.

137. Teachers assess pupils' progress during lessons and through marking their books. The quality of marking ranges from satisfactory to good. In the best practice, helpful comments are made and pupils are set realistic targets for future development.

138. The co-ordinator has recently taken over the management of the subject and is working with staff in implementing the new national guidelines. This provides a balanced programme of study that gives appropriate coverage to all areas of the subject. Learning resources support practical work well.

Information technology

139. The school has recently invested substantial funds in the creation of a computer suite and in the provision of a network connecting with all classrooms. The new facilities have been in use since May.

140. Attainment in Year 2, the end of Key Stage 1, is above the average found in schools nationally. Pupils are confident in their use of equipment and they have a good understanding of the contribution information technology makes to their everyday lives. They can confidently "log on" to the system, responding to prompts and entering their names and passwords without help. They are gaining both speed and accuracy in the use of the keyboard and can successfully use the mouse to click, drag and drop. They can effectively select a required program from a set of icons and follow instructions to select the appropriate level at which to work. They are able to retrieve their earlier work, make changes and then save and exit from the current program with the minimum of supervision.

141. Attainment in Year 6, at the end of Key Stage 2, is well above the average found in schools nationally. Pupils are familiar with the use of digital cameras, video recorders, telephones and computer-controlled equipment and can discuss the benefits of such equipment in everyday life. They know how to load and access a range of different programs, use the mouse to move around the screen and select the next stage of their work and prepare work for printing. They make full use of toolbars and confidently alter default settings to suit their particular needs. They confidently use electronic mail to communicate with others and readily access the Internet to source information.

142. Pupils and, according to the co-ordinator, teachers, have made rapid progress in the development of skills and understanding in the short time the suite has been operational. In lessons observed progress is good at both key stages. Skills are being progressively developed. For example, pupils in Year 1 have developed sufficient keyboard skills and understanding of a word-processing program to

correct a jumbled sentence. These skills are developed in Year 2 where pupils are writing the text to a sequence of pictures taken from the story of "The Snowman". Higher attaining pupils are able to successfully use the spell-checker.

143. In Year 3 pupils can amend a given text by inserting descriptive words and phrases, and identify and correct punctuation errors. Year 4 pupils are editing given text using the spell check and grammar check whilst those in Year 6 have designed and produced a multi-media presentation featuring text, graphics, sound and utilising a wide range of colours, sequences and control techniques. In Year 5 pupils are using a data-handling program to collate and display information comparing the different prices of soft drinks. Having entered this, they are able to select different ways in which information can be displayed and presented and then interpret this to an audience. Pupils are successfully acquiring skills that can be used across the curriculum. For example, pupils in Year 3 are able to successfully use a program to help them with mapping skills in geography.

144. Pupils with special educational needs and those for whom English is an additional language make equally good progress. Observations of a number of pupils with special educational needs during sessions in the computer suite indicated that they were making very good progress in relation to their needs and were achieving a good degree of success in their work.

145. At the time of the last inspection standards in both key stages were judged to be in line with national expectations. However, the use of information technology to support learning across the curriculum gave cause for concern and was a key issue for action. The establishment of the computer suite, together with the way in which the subject is being developed through the adoption of national guidelines, has significantly contributed to the school's successful response to this issue. The school plans to further extend the use of information technology in classrooms by upgrading the work stations in classrooms so that pupils can readily go on line to seek information, use word-processing packages or multi-media programs as part of their everyday class work.

146. Pupils have very positive attitudes to information technology. They are well motivated and concentrate carefully on the tasks they are set, maintaining their interest for extended periods of time. Pupils work well with each other in lessons and handle equipment with care. Many have access to computers at home but not, according to Year 6 pupils, to the standard of those they have at school. The school runs computer clubs for pupils at both key stages. Although two parallel clubs are run for each age range, they remain over-subscribed.

147. The quality of teaching is good at both key stages. Members of staff have worked very hard to improve and extend their own skills and to become familiar with the programs to be used with their classes. This has had a strong effect on the amount of progress pupils have made since the suite became operational. The pace of lessons is brisk and the amount of time available for pupils to use computers is used to the full. Instructions are clear and skills are progressively developed. Good support is given to pupils who need additional help. Assessment procedures are in place. However, in a small number of lessons

teachers' expectations of what pupils can do fall short of what the pupils actually achieve, and planning does not consistently identify tasks that can provide a more strenuous challenge for higher attaining pupils.

148. The co-ordinator has worked very hard to establish the suite, develop and implement a scheme of work and curriculum guidance, and provide support and training for staff. Good strategic planning by governors and the management team has enabled the school to provide the latest equipment and establish a network that caters for future expansion. This has made a significant contribution to the standards being achieved by pupils.

Religious education

149. At the time of the last inspection standards were reported to be sound or good, with pupils achieving well in Key Stage 1 and appropriately or higher at Key Stage 2. The school continues to follow the requirements of the locally agreed syllabus but the school's recent review of teaching time has reduced the amount of time allocated for its delivery.

150. Attainment at the end of both key stages is in line with those expected in the locally agreed syllabus. At the end of Key Stage 2 pupils have a sound knowledge of Bible stories, which they continue to explore through festivals and celebrations. Pupils compare practices in Christianity with those of other faiths such as Judaism and the Muslim faith. They use role-play to explore stories behind major festivals and empathise with characters in those stories such as Moses, or the life of slaves in Egypt. Progress is satisfactory. The pupils reflect on Jesus' birth in Year 3 recalling well the story of the Nativity and describing Christmas symbols and festivities. Poetry written by Year 3 highlights their understanding of the contrasting beauty and evil in their topic 'Our wonderful world'. The oldest pupils have a sound understanding of rules such as the Ten Commandments and the Five Pillars of Islam. They are able to see the connection between these and the need for rules in their own lives as they explore the meaning of 'community' and 'leadership'.

1. At Key Stage 1 pupils are aware of stories from the Bible. In a Year 1 class for example, pupils extended their understanding of religion as they considered the special time of the first Christmas. They discussed feelings and drew upon their own knowledge and experience empathising with Mary and Joseph.

1. Pupils in both key stages make satisfactory progress overall. In Key Stage 1 they have a growing awareness of special times and customs and know about the major festivals in the Christian faith as well as exploring values and beliefs in their study of 'Our wonderful world'. In Key Stage 2 they extend their knowledge of festivals, religious journeys and compare and contrast life styles of Christianity, Islam and Judaism. Pupils with special educational needs make satisfactory progress.

2. Pupils' attitudes to learning are good. They listen attentively and concentrate well. They engage in discussions and role-play with enthusiasm and respect each other's points of views. They are able to work well in groups, sharing ideas and valuing

the contribution made by other pupils.

3. The teaching of religious education is satisfactory in both key stages with good teaching observed in Key Stage 2 on occasions. Lessons are appropriately planned, following the locally agreed syllabus. Most teachers are confident and demonstrate secure subject knowledge. They relate pupils' learning to their everyday life situations. On occasions, teachers' expectations are too low and this results in undemanding tasks such as colouring in a picture in Key Stage 2. Such lessons fail to extend higher attaining pupils, in particular, sufficiently well. The constraints of time mean that very little written work is undertaken. At the present time there is no formal assessment in lessons and no system for assessing pupils' progress following the locally agreed syllabus. The resources for religious education are satisfactory although there is a shortage of appropriate bibles. Resources outside school, such as visits to places of worship are under-used although visitors from various faiths join school assemblies from time to time.

Other subjects or courses

Art

4. Progress, including that of pupils with special educational needs and for whom English is an additional language, is satisfactory at both key stages. Pupils are starting to assess and improve their work in an informal way and there is now consistent resourcing in both key stages. This is an improvement since the last inspection.
5. Pupils express their ideas and feelings in art through drawing, painting, and collage. They experiment with mixing and applying colour and study the techniques used by well-known artists such as Lowry. For example, older pupils create similar stylised images and reflect the grey tones of industrial landscapes in their own work. Often work is well linked to other subjects. Younger pupils in Key Stage 1 look at different examples of greetings paper to help with their own design and making. In history the study of the Ancient Greeks is used effectively to support work in creating masks. Pupils make good progress as they experiment with layering and moulding the exaggerated features of the masks in papier mache. Steady progress is made with the development of finer skills in drawing. Younger pupils can draw pictures of different teddies, whilst older pupils practise and bring greater detail and accuracy to their observational drawing. At times, personal creativity and choice are limited. For example, the use of templates when making Christmas cards and in displays that reflect little of the pupils' own original work.
6. Pupils' attitudes are good. They enjoy art lessons, share resources amicably and are keen to discuss their work with others. Behaviour is good. Pupils enjoy experimenting with new techniques such as sewing togas, responding in a sensible and mature way. They are proud of their work on the school's 'Millennium Tapestry' and are eager to show the contribution each class has made.
7. There were limited opportunities during the inspection to observe lessons at Key Stage 1. On the basis of planning and pupils' work, teaching is judged to be sound. Teaching at Key Stage 2 is sound. Teachers offer a wide range of experiences, including some work in clay and textiles. Lessons are resourced effectively and materials are readily accessible to support learning. Teachers' planning clearly shows what is to be taught and learned, but as yet skills do not always build upon previous learning.
8. The co-ordinator is new to the post and has a clear action plan for improving standards still further. This involves better coverage and less repetition of the curriculum. A clear, whole school overview and guidelines for each year group have recently been developed to help teachers build effectively on pupils' previous learning.

159. Design and technology

9. Pupils in both key stages, including those with special educational needs and for whom English is an additional language, make sound progress. Standards reported at the time of the last inspection have been maintained. As they move through the school pupils undertake projects that provide opportunities for them to become

- familiar with a range of materials, including paper and card, textiles, wood, plastics and food. They successfully develop an understanding of the intended purpose of a proposed product. They learn and develop skills in designing and making objects. Their practical skills are effectively developed by learning to mark out and cut materials using scissors or by slicing and spreading using knives. As they move through the Key Stage 2 pupils learn from the work of others by evaluating finished work.
10. Pupils' experiences are progressively built upon in order to provide them with a body of knowledge and practical skills. In Year 2 pupils are currently designing and making a soft toy. Many pupils have annotated their sketches with such details of the type and colour of the material they plan to use and some have included, in detail, the pattern of stitching for the eyes. They are successfully using paper templates to cut out their fabric and are developing and refining their skills of cutting and stitching.
 11. In Year 4 pupils develop their sketching skills and include measurements on their designs of purses and wallets. They are making sound progress in developing their thinking about the practical needs of the product. They understand the need to decide whether or not a particular feature is useful and are effectively using this information in their own designs. Pupils work successfully from a paper prototype and develop a clear view of what they want to achieve.
 12. The school has traditionally placed a focus on food technology. Younger pupils in Key Stage 1 make healthy sandwiches, developing skills of slicing, chopping and spreading. Groups of pupils from Key Stage 2 make chocolate cookies. They successfully develop techniques such as weighing, measuring, mixing and rolling. Additionally, they develop an understanding of presentation and decoration.
 13. In Year 6 pupils visit a local factory to observe the design and manufacture of garden products. Pupils have recently, with the help of students from Dudley College, designed and built a pergola in the school grounds.
 14. Pupils' attitudes are good. The vast majority are well motivated by work in this subject. They approach their work sensibly, working safely and using materials economically. They collaborate well with each other and discuss their work sensibly.
 15. The quality of teaching is sound. A suitable range of materials is provided and pupils are appropriately stimulated by the tasks they are set. Members of staff encourage pupils to be aware of health, safety and hygiene issues. Instructions are clear and pupils are encouraged to develop independence and overcome problems they encounter. Effective use is made of questioning to help pupils evaluate their work although, on occasions, questions tend to be closed.
 16. The school has good facilities for technology including a dedicated food room and a multi-purpose work area. The subject is well resourced. The co-ordinator, who has recently taken over responsibility for this area of the curriculum, is in the process of tailoring national guidelines to the needs of the school.

French

17. Pupils in Year 6 are taught conversational French for one lesson a week. Although this is not a requirement of the National Curriculum at this key stage, the school chooses to use some of its discretionary time for this purpose.
18. Pupils are developing good vocabulary and a good accent. The majority can ask and respond to such questions as “Where do you live?” and “How old are you?” They can name parts of the body. Pupils with special education needs take a full part in lessons and make similarly good progress.
19. Pupils display a strong enthusiasm for their work. They respond confidently to questions and listen carefully.
20. The quality of teaching is good. The teacher is a linguist and has a very good grasp of the subject. Target language is well used. Lessons are conducted at a brisk pace and all pupils are actively involved.

Geography

21. No lessons were observed in Key Stage 1. Judgements for this key stage are based on a scrutiny of displays, pupils’ work, and teachers’ planning.
22. Pupils’ progress, including those with special needs and for whom English is an additional language, in both key stages is satisfactory. This is similar to the findings of the previous inspection. However, improvements have been made to the school’s provision by improving the monitoring of the early stages in geography and by establishing clearer links with information technology.
23. The local and school environments are used well for field trips and study. In Key Stage 1, younger pupils identify their route to school, observing buildings and resources. They can identify geographical features, such as roads, parks and churches and make simple plans of their routes. By the end of the key stage pupils develop a greater sense of place. They learn more about the British Isles and can compare and contrast their own environment with that of others. For instance, the story of Katie Morag and the Isle of Struay is well used to compare data on land use, buildings and occupations with Wall Heath.
24. In Key Stage 2, skills using plans and maps are developed further. Pupils in Year 3 can make a “bird’s eye view” plan of the local park showing ideas for improvement. They also design maps of villages using the computer. By the end of the key stage, pupils can use co-ordinates and keys to find out the source and journey of world rivers. Pupils make good progress with their use of geographical language, using terms such as *drainage*, *delta* and *tributary* correctly. Older pupils widen their knowledge and understanding of different areas of the world and use atlases to identify places. An example is the study of St Lucia when pupils locate the tropics and retrieve and use data relating to rainfall and temperature. They begin to ask relevant geographical questions as to “why” and “how” the

environment is different from others studied.

25. Pupils' attitudes are good, they concentrate well in lessons and their behaviour is generally good. They are keen to use their information technology skills to access and record information. At times worksheets are used too frequently and can limit personal communication and recording. Pupils share resources sensibly and use them carefully.

26. No teaching was observed at Key Stage 1 but scrutiny of documentation indicates that it is sound. Teaching at Key Stage 2 is good. Planning shows clearly what is to be taught and learned and informal assessment in lessons gives pupils feedback on their progress. Teachers provide a broad, balanced curriculum and demonstrate good subject knowledge.

27. The subject is effectively managed and resourced.

History

28. Progress in history is good at both key stages. This is an improvement since the previous inspection.

29. Younger pupils begin to understand the passing of time. They use first-hand experiences, such as handling and observing everyday toys and objects, to help them find out about the past. They can discuss "old" and "new" as they compare and contrast teddies from the 1930s to the present day. When sequencing bears in order of age, pupils make links to "long ago" and relate to when their parents and grandparents were young. By the age of seven, pupils focus on famous people such as Guy Fawkes and begin to ask and answer historical questions.

30. At Key Stage 2 pupils study specific civilisations, such as the Aztecs and Ancient Greeks, in greater depth. They develop a clearer understanding of chronology. By 11 most can link periods of British history to relevant timescales. In Year 6 pupils study the Second World War and are aware of the impact of war on everyday life. In discussions pupils draw evidence from historical resources and can explain the messages behind propaganda, or explain why rationing took place. Pupils with special educational needs and those for whom English is an additional language work well alongside others and make good progress in history lessons.

31. Pupils' attitudes are good. They enjoy history and, for many older pupils, it is their favourite lesson. They are keen to share historical resources related to their own families but also listen attentively to others.

32. Teaching in history is good. Throughout the year groups teachers build upon the pupils' previous knowledge, skills and understanding and this helps to support good progress. Good questioning skills are consistently used and encourage pupils to be active and interested in learning. In Year 6 good links have been made with music where pupils have followed a workshop programme based on songs from the war years.

33.The subject is well managed. Policy and guidelines are being updated in line with the latest national guidelines. Resources are well used and accessible in lessons.

Music

34.At the time of the last inspection the management of the subject was in a state of transition. The present co-ordinator has since taken over responsibility for the subject. A policy and planning documentation are now in place, providing for the different aspects of the subject to be developed as pupils move through the school.

35.At both key stages progress is satisfactory. The majority of pupils sing tunefully and successfully take the lead from a piano or recorded accompaniment. They listen and follow instructions carefully. Pupils at Key Stage 1 recognise loud and soft, high and low. They are able to recognise the source and describe the characteristics of a sound they hear. Pupils at Key Stage 2 develop a good sense of rhythm, imitating and responding to patterns of increasing complexity. Pupils in Year 3 are starting to sing in two parts; when singing a round they are successfully listening for leads in order to come in on time. Pupils in Year 6, who have followed a recorded workshop series linked with their history work on the Second World War, demonstrate a good sense of performance. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress.

36.The majority of pupils have good attitudes to music. They enjoy lessons and take a full part in activities. The vast majority concentrate well and can sustain their concentration for extended periods. A small number of pupils, evident in both key stages, have difficulty in this and quickly become distracted.

37.The quality of teaching is satisfactory with some good practice evident at Key Stage 2. Teachers' planning is clear and the progressive development of skills is evident. However, expectations of what pupils know and can do are not always sufficiently rigorous, particularly for the higher attainers. Where teaching is good, lessons are conducted at a good pace and questions are well used to focus and direct learning for pupils who learn at different rates.

38.Instrumental music tuition is provided by visiting teachers. There is a good take up for lessons on a variety of instruments. This contributes positively to the progress achieved. Extra-curricular activities include a choir and instrumental groups.

Physical education

39.In both key stages the pupils make at least satisfactory progress, with good progress evident in some year groups in Key Stage 2 in particular. The standards achieved at the last inspection have been maintained. However, within key stages, progress is uneven.

40.Through the broad curriculum offered pupils enjoy a wide range of activities designed to promote their physical and social development. All aspects of physical

education are covered through the year. Lessons in gymnastics, dance and indoor and outdoor games were observed during the course of the inspection. Pupils, including those with special educational needs, build on their previous learning and practice to improve performance.

41. In Year 2 pupils move confidently with increased co-ordination and control. They perform a range of movements involving jumping, stretching and balancing and are able to land carefully and safely. Many pupils are beginning to develop more imaginative movements. On the apparatus they are well co-ordinated as they stretch and curl. Pupils' games skills are soundly developed but they do not always use the space as well as they might. Sometimes undemanding tasks prevent pupils from making the progress in lessons of which they are capable.
42. Pupils in Key Stage 2 demonstrate good ball skills and are able to apply these effectively in small-sided games. A good example of this was observed in Year 4 where pupils applied their skills in dribbling and tapping a ball in small-sided games of football, skills in passing, sending and receiving, striking and travelling with a ball are systematically developed throughout the key stage. In Year 6 pupils made progress in acquiring and consolidating skills and techniques for volleyball, practising to improve performance. They incorporated these well in small-sided games, showing increased awareness of space. They show increasing ability to evaluate their performances. In a Year 5 dance lesson, for example, pupils perform dance sequences to 'War of the Worlds' contrasting movements of 'conquering' and 'defeating'. Through observation they compared and improved their movements and techniques, negotiating and making decisions about their sequence. Inspection evidence indicated that good progress is made in swimming in Year 4 where the majority are able to swim by the end of the year, with stronger swimmers acquiring competence in survival skills.
43. In both key stages pupils' attitudes are good, they enjoy their physical education lessons and the majority work with enthusiasm. They work with application, concentrate and behave well in most cases. They collaborate well when required to do so, working in pairs, small groups and teams as well as individually.
44. The quality of teaching is satisfactory in Key Stage 1. Pupils are well managed and skills are systematically developed. Sometimes expectations are too low and this is reflected in the progress made. In Key Stage 2 the teaching is good, a result of well-organised activities, good use of resources and a brisk pace of lessons. In these lessons specific skills are well taught.
45. The subject is effectively managed by the co-ordinator. The policy, which has recently been revised, provides good guidance and the scheme of work followed provides clear progression. Assessment and recording procedures are not in place. This is a weakness, which affects the progress made by pupils. Work in games is well supported by the 'Top play' and 'Top sport' material. Extra-curricular provision is good and includes football, netball, basketball, gymnastics, cricket and dance. These contribute effectively to the development of skills and to pupils' personal and social development.

196. **PART C: INSPECTION DATA**

196. **Summary of inspection evidence**

46. Four inspectors visited the school for fourteen and a half inspection days over a four-day period at the end of the autumn term. The work of pupils was inspected over a period in excess of 56 hours, including the observation of 76 lessons or part lessons and hearing a selection of pupils from each class read. A scrutiny of pupils' work was undertaken and teachers' planning and records were seen. A sample of pupils' annual reports was also scrutinised.

47. Discussions were held both with individuals and with groups of pupils. Registration periods were observed and assemblies were attended. Inspectors also observed breaktimes, lunchtimes and the periods before and after school.

48. Formal discussions were held with governors, the headteacher and teaching staff concerning their roles in co-ordinating aspects of the school's work, and with the support staff. The school's administrator spoke to inspectors about financial and administrative routines. Informal discussions also took place with parents, governors, staff and pupils before, during and after the school day.

49. A range of documentation was studied. Some 38 questionnaires returned by parents were analysed. Fifteen parents attended a meeting with the Registered Inspector. Other parents and carers spoke to inspectors during the course of the inspection.

200. DATA AND INDICATORS

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 – Y6	191	1	25	7

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	24

Education support staff (YR – Y6)

Total number of education support staff	6
Total aggregate hours worked each week	109

Average class size:	28
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Financial data

Financial year: 1998/9

	£
Total Income	371,408
Total Expenditure	364,816
Expenditure per pupil	1,771
Balance brought forward from previous year (overspend)	(4,517)
Balance carried forward to next year	2,075

PARENTAL SURVEY

Number of questionnaires sent out:	191
Number of questionnaires returned:	38

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	26	63	8	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	39	53	5	3	0
The school handles complaints from parents well	11	55	29	5	0
The school gives me a clear understanding of what is taught	26	71	3	0	0
The school keeps me well informed about my child(ren)'s progress	29	58	13	0	0
The school enables my child(ren) to achieve a good standard of work	18	74	8	0	0
The school encourages children to get involved in more than just their daily lessons	29	63	3	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	18	68	6	8	0
The school's values and attitudes have a positive effect on my child(ren)	18	76	6	0	0
The school achieves high standards of good behaviour	16	61	12	11	0
My child(ren) like(s) school	34	63	3	0	0

Summary of responses

The low proportions of parents completing questionnaires and/or attend the meeting with the Registered Inspector are not necessarily representative of the views of all parents and carers.

- Some parents expressed concern about the behaviour of a small number of pupils.
- Some parents feel that progress is uneven as their children move through the school.
- Some parents would prefer to have more information about what is going on in the school but in fewer letters.
- Parents are pleased that specialist teaching is provided in Year 6 and that different members of staff teach younger classes.
- Parents are very pleased with the provision for information technology.