

INSPECTION REPORT

THE CHUTER EDE PRIMARY SCHOOL

NEWARK

LEA area: Nottinghamshire

Unique Reference Number: 122612

Inspection Number: 186495

Headteacher: Mr J Noden

Reporting inspector: Mr P Kemble - 7269

Dates of inspection: 4th to 8th October 1999

Under OFSTED contract number: 707697

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

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
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- Appropriate authority: - The governing body
- Name of chair of governors: - Mr S Allen
- Date of previous inspection: - January 1996

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Mr D. Maxwell	Mathematics; Design and technology; Information technology.	Pupils' spiritual, moral, social and cultural development; The efficiency of the school.
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Mr T. Prosser	History; Geography; Religious education; Special educational needs.	Curriculum and assessment.

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REPORT CONTENTS

	Paragraph
MAIN FINDINGS	
What the school does well	
Where the school has weaknesses	
How the school has improved since the last inspection	
Standards in subjects	
Quality of teaching	
Other aspects of the school	
The parents' views of the school	
KEY ISSUES FOR ACTION	
INTRODUCTION	
Characteristics of the school	1 – 4
Key indicators	
PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	
Attainment and progress	5 – 18
Attitudes, behaviour and personal development	19 – 25
Attendance	26
Quality of education provided	
Teaching	27 – 33
The curriculum and assessment	34 – 42
Pupils' spiritual, moral, social and cultural development	43 – 47
Support, guidance and pupils' welfare	48 – 54
Partnership with parents and the community	55 – 60
The management and efficiency of the school	
Leadership and management	61 – 68
Staffing, accommodation and learning resources	69 – 75
The efficiency of the school	76 – 79
PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	80 – 87
English, mathematics, science, information technology and religious education	88 – 119
Other subjects or courses	120 – 170
PART C: INSPECTION DATA	
Summary of inspection evidence	171
Data and indicators	172

MAIN FINDINGS

What the school does well

- Children under five make good progress in language and literacy and mathematics;
- Attainment in English, art and physical education at both key stages is above average and pupils make good progress; attainment in science is above average at Key Stage 2;
 - Attainment in music is above average at Key Stage 1, and well above average at Key Stage 2;
 - Pupils with special educational needs make good progress;
- The school ethos, and the provision for pupils' spiritual, moral, social and cultural development, are very good;
 - Pupils' attitudes to their work are very good, and their behaviour and relationships are excellent;
 - The quality of teaching is good, particularly at Key Stage 2;
- The leadership and management of the school is good and the school is efficiently run; financial control and school administration are very good.

Where the school has weaknesses

- Accommodation for the children under five is unsatisfactory and, as a result, there are weaknesses in curriculum provision for the development of their knowledge and understanding of the world and their physical and creative development;
- Assessment information is not used effectively enough to modify future plans for learning, or to give pupils enough opportunities to be independent learners, especially at Key Stage 2;
- The approach to the recording and monitoring of teachers' weekly lessons plans is inconsistent;
- Higher attaining pupils are not always sufficiently challenged by their activities;
- Pupil's education for life in a multi-cultural society is underdeveloped.

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

How the school has improved since the last inspection

The school has successfully overcome the weaknesses pointed out in the last inspection in 1996. It has maintained the high standards of behaviour, teamwork and leadership and management. Co-ordinators now have regular non-contact time to monitor and report on the standards in their subjects. This has been successful in improving the quality of information the school collects on how well pupils are doing in the classroom. Governors have improved their procedures for judging whether or not their decisions have been good value for money. The school was asked to provide more opportunities for pupils to extend their speaking skills, but progress in this aspect has been limited. Effective improvements have been made in the provision for information and communication technology.

Standards in subjects

The table shows the standards achieved by eleven year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		
English	B	C	<i>average</i>	<i>C</i>
Mathematics	C	C	<i>below average</i>	<i>D</i>
Science	C	C	<i>well below average</i>	<i>E</i>

Overall, standards in English, mathematics and science have shown a steady improvement since 1998. Standards in speaking and listening, reading and writing are all above average. Writing standards have improved significantly. The implementation of the literacy hour has raised standards as a result of close attention to teaching methods at both key stages. Standards of spelling at both key stages have improved as a result of a recent initiative to improve teaching methods, and strong support from parents at home.

Standards in mathematics have remained constant between 1996 and 1998, although the 1999 results indicate that a greater percentage of pupils have attained the higher level. Standards of numeracy are satisfactory overall; several pupils at all ages have good number skills. Pupils make satisfactory progress at both key stages.

Science standards have shown a steady improvement over the last three years as a result of good coverage of all aspects of science at both key stages. Progress is satisfactory at Key Stage 1, where pupils receive broad coverage of the National Curriculum. Pupils build effectively on this at Key Stage 2 and make good progress as they receive more opportunities to apply their knowledge and understanding to investigative work.

Standards in information and communication technology and religious education are in line with those expected of pupils of their age at both key stages. By the time they are five, children have made good progress in language and literacy and mathematics. Standards in music are better than those found in most schools at both key stages, and are very good at Key Stage 2. Standards in art and physical education at both key stages are above those expected of pupils of their age. Standards in design and technology, history and geography at both key stages are in line with those expected of pupils of their age.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Good
Science	Satisfactory	Satisfactory	Good
Information and communication		Satisfactory	Satisfactory

technology			
Religious education		Good	Good
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching for children under five and at Key Stage 1 is at least satisfactory, and in these parts of the school just under a half of lessons are good. Teaching is strongest in literacy and numeracy. At Key Stage 2, three-quarters of lessons are good or better. In the school as a whole, two-thirds of the teaching is good or better, and of these, one in every six lessons is very good. The vast majority of the remainder are satisfactory. One lesson seen was unsatisfactory. Most of the very good teaching was seen in classes containing Year 5 and 6 pupils.

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

Other aspects of the school

Aspect	Comment
Behaviour	Excellent throughout the school.
Attendance	Good; above the national average.
Ethos*	Very good; it successfully fosters excellent relationships and encourages all pupils to take advantage of the opportunities provided; commitment to high achievement is seen in the importance placed on literacy, numeracy and music.
Leadership and management	Good; the headteacher's contribution to pupils' personal, social and academic development is very good; he and the governors provide clear educational direction to the life of the school.
Curriculum	Satisfactory; provision for literacy is good, satisfactory for numeracy; science is well covered; not enough emphasis is placed on developing pupils' skills of independent learning; provision for children under five's development of knowledge and understanding of the world, and their physical and creative development, is unsatisfactory. Assessment procedures are very good, but the information gathered through these procedures is not used effectively enough at Key Stage 2.
Pupils with special educational needs	Good; effective individual support for learning difficulties; successful in raising pupils' self-esteem.
Spiritual, moral, social & cultural development	Very good overall; provision for moral and social development is very good; provision for spiritual and cultural development is good.
Staffing, resources and	Well trained and experienced teaching and non-teaching staff; resources

accommodation and accommodation satisfactory.

Value for money Good

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

The parents' views of the school

What most parents like about the school

- It encourages them to play an active part in the life of the school;
 - Staff are approachable;
 - It gives a clear understanding of what is taught;
 - It keeps parents well informed about their children's progress;
 - Children achieve a good standard of work;
 - Children are encouraged to get involved in more than their daily lessons;
 - It promotes positive values and attitudes;
 - There are high standards of behaviour;
 - Their children like school.

What some parents are not happy about

- Some parents do not want their children to sign the Home/School Agreement;
 - is a lack of information about what their children are doing in class each term;
 - is a lack of information about the school dinner menus;
 - are inconsistencies between classes in the amount of homework set.

Inspection evidence supports the parents' positive statements. The inspectors are aware that parents and children are not obliged to sign the Home/School Agreement nor are under any pressure to do so. Information about the school dinners can be obtained from the school office. The school has recently introduced a homework policy, which is intended to ensure that homework is set in a consistent manner throughout the school.

KEY ISSUES FOR ACTION

In order to build upon the already sound standards, the governors, headteacher and staff should now:

- improve the use made of assessment information in all classes, and particularly those in Key Stage 2, so that:
 - a) work is matched more closely to the needs of higher attaining pupils; (paras 28,33,40,104)
 - b) teachers' weekly planning clearly identifies how activities have been modified to meet the needs of pupils of differing attainment; (33,40) and
 - c) pupils in all classes, and particularly those in Key Stage 2, are given more opportunities to be independent learners. (23,36)
- ensure that teachers' weekly planning is included in the current procedures for monitoring and evaluating the quality of teaching and learning by the senior management team. (62)
- improve the provision for the children under five by:
 - a) ensuring that there are more opportunities for the promotion of children's knowledge and understanding of the world, and their physical and creative development; (35)
 - b) creating a secure play area for their use of large apparatus; (86) and
 - c) ensuring that their designated learning area is large enough to provide good quality learning experiences at all times. (73,81)

A less important weakness to be included in the strategic development plan: (47)

- improve the range of opportunities and resources to support pupils' preparation for life in a multi-cultural society.

INTRODUCTION

Characteristics of the school

1. The school is situated in the village of Balderton, two miles south of Newark, in Nottinghamshire. The school was opened in 1964 and is one of three primary schools serving the village. There are ten classrooms, a central hall, a library area, a craft room with a kiln, a music and special needs room, an administration area and a kitchen. The school is surrounded by extensive grass and hard sports areas.

2. The school is above the national average in size with a number on roll of 307. This is similar to the number on roll at the time of the previous inspection. The number on roll is currently stable. The average class size is 30.4. Socio-economic circumstances are about average when compared to the national data. Pupils come from a range of backgrounds, and from housing which is a mixture of private, district council and Newark and District Homeless Families Unit. The attainment on entry of pupils into Reception is slightly above average when compared with schools nationally. The percentage of pupils (12.5%) eligible for free school meals is below the national average. There are six pupils (1.9%) from ethnic minority backgrounds. The percentage of pupils identified as having special educational needs (16.4%) is broadly in line with the national average. One pupil has a statement of special educational need.

3. The governors have adopted the local education authority's statement of curriculum entitlement as the school's aims. These state that the school will help pupils develop lively enquiring minds; acquire knowledge and skills relevant to adult life and employment; use language and number effectively; promote respect for religious and moral values; understand the world in which they live; appreciate human aspirations and achievements; and understand and value human diversity.

4. The school's priorities for 1999 include: improvements in literacy and numeracy, including a review of English and mathematics provision; improvements to the sports curriculum; modifications to the non-core curriculum; improvements in the procedures for monitoring and evaluating teaching and learning; and target setting.

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1		Year	Boys	Girls	Total
for latest reporting year:		1998 (97)	23 (22)	22 (21)	45 (43)
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Number of pupils at NC Level 2 or Above	Boys	21 (15)	22 (17)	22 (20)	
	Girls	21 (20)	22 (21)	22 (20)	
	Total	42 (35)	44 (38)	44 (40)	
Percentage at NC Level 2 or above	School	93 (81)	98 (88)	98 (93)	
	National	77 (78)	93 (79)	84 (82)	
Teacher Assessments		English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	22 (16)	22 (16)	22 (21)	
	Girls	22 (21)	22 (21)	22 (19)	
	Total	44 (37)	44 (37)	44 (40)	
Percentage at NC Level 2 or above	School	98 (86)	98 (86)	98 (93)	
	National	81 (79)	85 (82)	86 (84)	

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2		Year	Boys	Girls	Total
for latest reporting year:		1998 (97)	24 (20)	27 (25)	51 (45)
National Curriculum Test Results		English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	13 (14)	16 (14)	18 (15)	
	Girls	24 (18)	19 (17)	22 (19)	
	Total	37 (32)	35 (31)	40 (34)	
Percentage at NC Level 4 or above	School	73 (71)	69 (69)	78 (76)	
	National	63 (57)	62 (54)	68 (62)	
Teacher Assessments		English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	16 (15)	16 (13)	20 (16)	
	Girls	22 (17)	21 (14)	22 (18)	
	Total	38 (32)	37 (27)	42 (34)	
Percentage at NC Level 4 or above	School	75 (72)	73 (60)	82 (76)	
	National	63 (60)	64 (60)	73 (65)	

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year	Authorised	School	%
	Absence	National comparative data	3.6
	Unauthorised	School	5.7
	Absence	National comparative data	0.1
			0.5

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	15
	Satisfactory or better	99
	Less than satisfactory	1

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. By the time children are five, their attainment is above the nationally expected standard in language and literacy and numeracy. It is in line with the national expectation in knowledge and understanding of the world, physical and creative development. Attainment for children on entry into Reception is slightly above average as indicated in baseline test information and the school's own assessment results. By the time they begin work on the National Curriculum, pupils are well prepared for the next stage of school. On starting school, children make good progress in their personal and social development and, by the time they are five, attainment is above expectation for this age. They are keen to take part in learning, generally sit still and listen carefully and understand the importance of waiting their turn. Their behaviour is good.

2. In Year 2, inspection evidence indicates that standards are above the national average in speaking and listening, reading and writing. This reflects the results of the most recent end of Key Stage 1 national tests in 1999. There has been an improvement in standards of writing, with more pupils attaining the higher level than was the case in the 1998 statutory tests, when the percentage of pupils attaining this level was below the national average. In mathematics, the 1998 national tests at the end of Key Stage 1 showed attainment to be well above the national average, but with a below average percentage of pupils attaining the higher level. The 1999 results show that there has been a significant increase in the percentage of pupils attaining the higher level. Inspection evidence indicates standards in Year 2 in mathematics to be broadly average for this stage of the school year. Standards in science are in line with the national average.

3. Inspection evidence indicates that, in Year 6, standards in English are currently above the national average in speaking and listening, reading and writing. There has been a satisfactory improvement in standards since the last inspection. In the 1998 end of Key Stage 2 National Curriculum statutory tests, results were above average for pupils attaining the expected level for their age when compared nationally. The results were above average when compared with those of similar schools, based on the percentage of pupils receiving free school meals. For pupils attaining the higher level, results were close to the national average, but below when compared with similar schools. The results of the 1999 statutory tests indicate that they are an improvement on the 1998 results, with more pupils attaining the higher level.

4. In mathematics, inspection evidence indicates that, in Year 6, pupils are achieving standards in mathematics that are broadly in line with the national average. Standards in Key Stage 2 have improved since the last inspection. Results of the 1999 national tests indicate improvements in the percentage of pupils attaining the higher level.

5. Inspection findings indicate that standards in science in Year 6 are above the national average and that standards are similar to those attained in the 1998 national end of Key Stage 2 tests. The results of the 1999 tests indicate an improvement on those of 1998, with more pupils attaining the higher level.

6. When considering trends between 1996 and 1998 in English, mathematics and science, as shown by the results of the national tests, standards have remained consistently above the national average at the end of Key Stage 2, with a steady improvement overall. At the end of Key Stage 1, standards have remained close to or above the national average. Reading standards have risen significantly.

7. The attainment on entry of pupils is slightly above average. This judgement is confirmed by the assessments made soon after starting school. Children receive good support from home before they start school, and are ready to learn as a result of the close attention given to their personal and social education. They make good progress in language and literacy and mathematics and, by the time they are five, most pupils exceed the national expectation for children of their age. They make satisfactory progress in knowledge and

understanding of the world, physical and creative development and attain standards intended for their age. Progress is no better in these areas of learning mainly as a result of limitations on provision imposed by the inadequate accommodation for these children.

8. In English, standards in literacy throughout the school have improved as a result of an effective structure applied to the school's focus on literacy and to good teaching. Standards in writing and spelling have shown a significant improvement as a result of the school's recent focus on teaching methods and curriculum content.

9. Pupils make satisfactory progress in their speaking and listening skills at Key Stage 1 as they listen carefully to one another and to adults and experiment confidently with new words. In reading, pupils make satisfactory progress as a result of effectively applying a range of strategies when encountering difficult words and their keen interest in books. In writing, pupils respond well to the many opportunities provided to write for different purposes and make satisfactory progress. They develop a well formed fluent script and make good gains in their accurate use of punctuation. At Key Stage 2, pupils continue to make satisfactory progress in speaking and listening. They quickly develop the ability to make thoughtful contributions, for example, during literacy hour. Higher attaining pupils make good progress in their pertinent contributions to class discussions. Pupils extend their reading skills well and develop a wide knowledge and experience of both fiction and non-fiction. Pupils make satisfactory progress in their writing as a result of the many opportunities provided to write in different styles. Pupils develop a mature use of vocabulary and a fluent style of writing. They make satisfactory gains in editing and drafting in Years 3 and 4 and then make rapid progress in these skills in Years 5 and 6, where they are used more effectively. Pupils make satisfactory progress in English generally as a result of their positive attitudes to the subject, their enjoyment of reading and the pride they take in their work.

10. In mathematics, pupils make satisfactory progress at both key stages as they respond to the good choice of activities that teachers plan. Pupils' good behaviour and attitudes in lessons help them make steady gains in mental skills and understanding. Pupils make slow progress in the development of problem-solving skills as there are limited opportunities for pupils to investigate. However, by the end of Key Stage 2, most pupils are able to explain their methods and give sensible reasons.

11. Pupils make satisfactory progress in science at Key Stage 1 as they respond to activities related to all aspects of the subject. At Key Stage 2, pupils build on the firm foundations laid in Key Stage 1 and make good progress. They are well motivated by the interesting activities planned by their teachers.

12. Higher attaining pupils at both key stages make satisfactory progress overall. In most literacy and numeracy lessons, they are challenged by the tasks planned and there are examples of higher attaining pupils doing advanced work in science, art, music and physical education. However, there are occasions when activities serve only to consolidate what they already know and can do, rather than move them on in their learning. These are often occasions when pupils could have been given more responsibility for their own learning, with activities in which they could apply their skills, for example to problem solving. Pupils with special educational needs make good progress as a result of the specific support they receive from class teachers, the special needs teacher and the nursery nurse.

13. In information and communication technology, attainment for pupils in Year 2 and Year 6 is broadly in line with the national average and progress is satisfactory. The school has kept pace with national developments and the subject has a high priority in the strategic development plan. In religious education, pupils attain levels at both key stages in line with the expectations of the locally Agreed Syllabus and progress is satisfactory. Pupils develop a broad understanding of people's religious experiences, beliefs and life styles.

14. In other subjects of the curriculum, the quality of art work at both key stages is better than that found in most other schools. Pupils are successfully taught to think carefully about what they are doing and to evaluate the finished product and make good progress. Skills of clay work are particularly well developed. In

design and technology, standards are those expected of pupils of their age at both key stages. Key Stage 1 pupils gain an early understanding of the design process and make satisfactory progress in preparation skills in food technology. Key Stage 2 pupils develop a wide range of skills required for designing and making tasks, but have few opportunities for problem solving activities. They make satisfactory progress overall. In geography and history, standards are in line with those expected of pupils of their age at both key stages and progress is satisfactory. Pupils' knowledge of the local area is good. They respond well to a variety of local visits and trips further afield to study geographical features, such as rivers, and historical places, such as Lincoln. Standards in music are better than those found in most schools at both key stages, and are very good at Key Stage 2. Pupils benefit from very good provision and expertise and a wide range of opportunities to compose and perform and, as a result, make good progress. Progress is particularly good at Key Stage 2. The standard of instrumental playing is very good. Pupils sing very well together. Standards in physical education are above those expected of pupils of their age at the end of both key stages and they make good progress. Pupils are confident swimmers, show confidence when handling small and large balls and develop a good awareness of teamwork. Pupils are very aware of health issues connected with physical activity.

Attitudes, behaviour and personal development

15.Children under five have good attitudes to learning. They benefit from an effective induction programme and settle quickly into school routines. They are interested in their activities, and are keen to participate and learn. Their behaviour is very good.

16.The personal development of pupils under five is good. They understand the importance of waiting their turn. They are self-sufficient in looking after themselves. They respond well to opportunities to take responsibility for classroom tasks, such as clearing away. They work effectively with each other in pairs.

17.At Key Stage 1 and Key Stage 2, pupils listen carefully to instructions and readily undertake what they are asked to do. Pupils are willing to take on responsibilities, such as getting out equipment and resources for lessons. Pupils enjoy coming to school and this view is supported by their parents. The positive approach demonstrated by pupils to their work and play is making a significant contribution to the improvement in standards evident over the last three years. When given the opportunity, pupils work productively together, for example in science and dance. Pupils talk confidently about their work and most take part fully in discussions. Pupils are interested in computers and keen to improve their skills. Pupils with special needs are generally confident, well motivated and keen to make progress. They are well integrated into the school and given good support by both the staff and their peers

18.Pupils' behaviour in class and when moving around the school is excellent. Pupils are invariably polite, courteous and helpful. Relationships are excellent; pupils treat each other and adults with respect. The school rules are followed well and pupils fully understand why they are needed. Lunch times in classrooms are peaceful and sociable. Pupils appreciate their clean, pleasant school and they treat books, equipment and the fabric of the building with great care. The high standards of behaviour and relationships make a significant contribution towards the good quality of education and the progress pupils make within a well ordered community.

19.The school's positive and caring ethos, coupled with a well structured personal and social education programme, which treats each pupil equally, fully supports their personal development and, as a result, pupils' personal development is good. They respond well to the opportunities they receive each day to make choices, but these are limited. Lessons are well managed by teachers, but not enough opportunities for pupils to discuss, make decisions and have some involvement in their own learning are planned in lessons. Such opportunities take place most effectively in music and physical education activities at both key stages, and across other subjects of the curriculum in Years 5 and 6. Pupils are often trusted to work in groups without direct teacher supervision within the class. Pupils show initiative in the wider community by raising funds for international and local charities. The wide range of musical opportunities that the school provides, for many pupils to take part in concerts and festivals in and around the local community, makes a significant contribution to pupils' personal and social development.

20. Pupils respond well to the literacy hour and numeracy lessons. During literacy lessons, pupils show an increasing enjoyment of the texts and a good knowledge and understanding of characters, authors and illustrators. In numeracy lessons, pupils respond positively to the enhanced pace generated by the mental arithmetic sessions.

21. Parents are very pleased with the way the school successfully promotes children's good attitudes, behaviour and personal development and inspection findings confirm their views. The school has successfully maintained the high standards reported at the time of the last inspection.

Attendance

22. The level of pupils' attendance is very good and is well above the national average. Unauthorised absence is below the national average. Registration procedures and other arrangements for recording and reporting on attendance are well thought out and administered. Punctuality is good. Pupils are registered at the beginning of both the morning and afternoon sessions in a pleasant and efficient manner. Notes from parents are kept secure and carefully filed. The system is regularly audited by the Education Welfare Officer. The school's arrangements for registration and the publication of attendance rates comply with regulations. These arrangements ensure a punctual start to the day and make a significant contribution to quality of learning and the progress pupils make. The good levels of attendance reported at the time of the previous inspection have been maintained.

QUALITY OF EDUCATION PROVIDED

Teaching

23. The majority of lessons observed during the inspection were in literacy and numeracy, where teaching is often good at both key stages. Taking into account all the lessons seen, the quality of teaching is a strength of the school. About two-thirds of the teaching is good or better, including one out of every six lessons which is very good. Virtually all other teaching is satisfactory. There is a very small minority of unsatisfactory teaching. Good or very good lessons were observed at both key stages; the highest percentage of these was seen at Key Stage 2. The overall good quality of teaching has been successfully maintained since the last inspection.

24. The quality of teaching for the children under five is at least satisfactory and some, particularly in literacy and numeracy activities, is good. The working partnership between the teacher and the nursery nurse, as well as the other teacher sharing the same room, is good and makes a significant contribution to the progress children make. There is a strong emphasis on the teaching of literacy and numeracy. Skills are taught systematically and concepts successfully reinforced in other areas of the curriculum. Activities that are offered are well planned but, mainly due to the limited space available to the teaching staff, some activities are not included regularly in termly and weekly planning. Liaison with the pre-school groups is effective. Children are carefully assessed shortly after starting school and, as a result, activities are usually well matched to their needs. On occasions, the higher attaining pupils are not always sufficiently challenged.

25. At Key Stage 1, the quality of teaching is at least satisfactory. Out of the thirty-four lessons observed, half were satisfactory; the other half were good or better, including four which were very good. In the best teaching, lessons move at a vigorous pace and good use of questions keeps pupils highly motivated. This is sometimes the case in literacy lessons. Relationships with pupils are good and, coupled with teachers' enthusiasm, these motivate pupils to succeed, for example in English in Year 1 and science in Year 2. Lessons are prepared carefully to ensure that pupils are clear about the purpose of the lesson and tasks

challenge them, for example in art, music and physical education. Expectations of pupils' work and behaviour are high and, because of the excellent relationships, these expectations are successfully transferred to pupils, who work hard and behave well. Where there are shortcomings in otherwise satisfactory lessons, the pace of lessons is slower and activities do not hold pupils' attention. This is sometimes the case in the initial numeracy section in mathematics lessons. Teachers make satisfactory use of assessment information to make adjustments to future planning. Teachers are sometimes more successful in modifying their plans for the lower and average attaining pupils than they are for the higher attainers.

26. The quality of teaching at Key Stage 2 is good overall. Out of the forty-eight lessons observed, three-quarters were good or better, including one out of every five lessons which was very good. There was only one unsatisfactory lesson. In the best teaching, teachers plan closely together in year groups, which results in an effective sharing of ideas and expertise and equal opportunities for all pupils. A good pace to lessons is maintained, for example in English in Year 6, and this helps pupils to make good progress. Teachers draw pupils' attention to teaching points or examples of good work on a regular basis, for example in science. Skills are developed progressively throughout a lesson or a series of lessons, for example in art, music and religious education. Pupils are given regular opportunities to be involved in their own learning, make decisions and try things out for themselves, for example in science in Year 6.

27. The teaching of pupils with special educational needs is good and they make good progress as a result. Individual education plans are used well by classroom teachers and by the special educational needs teacher to target pupils' particular needs. The liaison between the special educational needs co-ordinator and teachers is good and ensures that support within the class and in withdrawal sessions is well targeted. Class teachers successfully reinforce the extra help through close contact with support staff and shared planning. Teachers work hard at raising the self-esteem of these pupils through effective use of praise and encouragement and by valuing their contributions to discussions. These strategies are successful in helping pupils tackle their learning with confidence.

28. Teaching of literacy and numeracy is often good at both key stages. Good quality staff training and a positive attitude from teachers have had a significant impact upon the quality of teaching and pupils' progress. Teachers provide a good range of interesting activities, which are generally successful in maintaining pupils' interest in books. Teachers are following the national guidelines closely, but are now more confident in making their own adjustments to suit their personal teaching styles or pupils' particular needs. Teachers are using the national guidelines for numeracy closely, but are still getting used to the recommendations and requirements. Consequently, some parts of numeracy lessons lack the appropriate pace or vigour intended to stimulate pupils into thinking and answering quickly.

33. The planning of daily lessons is carried out thoroughly and conscientiously by all staff. They follow the subject policies and schemes of work effectively and share ideas and expertise on a regular basis. Teachers are good at ensuring that there is an outcome to lessons and that pupils have developed new skills by the end of the lesson. This means that at times, pupils are not given the freedom to be independent learners and apply knowledge and skills to practical investigations in mathematics, science, history and geography. Teachers do not all record the details of daily planning in the same way and, although they know their pupils very well, aspects, such as modifications to the main theme of a lesson to suit the needs of higher attaining pupils, are sometimes left out. This results in a lack of challenge for these pupils. Lessons in art, music and dance are effectively planned to allow pupils to express their feelings and emotions. Homework is set on a regular basis to improve skills in literacy and numeracy, and research skills are well supported when pupils look for information at home. Most parents are happy with the amount of work their children are asked to do at home. Marking is conscientiously and carefully done. Key Stage 2 pupils in particular are made aware of what they can do to improve and this helps them make good progress.

Curriculum and assessment

1. The school has responded positively to the key issue raised in the last inspection that the school should extend subject co-ordination to include more formal monitoring of standards and quality. An agreed structure for monitoring has been developed and successfully implemented and all co-ordinators are now allocated a period of non-contact teaching time to enable them to visit classrooms.

2.The governors, after advice from the headteacher and staff, have decided not to follow the nationally recommended curriculum for children under five, but to introduce them on entry to an adapted version of the National Curriculum for Key Stage 1. There is an appropriate emphasis on the development of pupils' personal and social skills, but there are limitations to the provision for their knowledge and understanding of the world, physical and creative development, mainly due to problems with accommodation, and, as a result, the curriculum lacks breadth and balance.

3.The curriculum for pupils at Key Stage 1 and Key Stage 2 covers all subjects of the National Curriculum and religious education. The curriculum is broadly based and includes knowledge of the use and abuse of drugs as part of pupils' personal, social and health education programme. Sex education is not taught as a formal part of the curriculum. Overall, the curriculum meets the needs of pupils' intellectual, physical, and personal education. However, not enough emphasis is placed on the development of pupils' skills of independent learning. Pupils are given some effective opportunities to work independently in groups, but there are occasions in mathematics, science, history and geography when working in this way would be more appropriate. Opportunities to carry out personal research are limited at both key stages.

4.The school has appropriate policies in place for each curriculum subject and other related aspects, such as special educational needs. These policies effectively outline the school's approach to teaching each subject. Satisfactory schemes of work for most subjects provide useful support for teachers when planning their lessons. There are no schemes of work for history and geography, but recent national guidelines are used as a satisfactory basis for planning the curriculum. Throughout the school, clear links can be seen between teachers' yearly, termly and weekly plans and this ensures a smooth progression of learning opportunities, in both single and mixed age classes, as pupils move through the school. However, insufficient detail is included, in weekly planning in particular, of the modifications made to meet the needs of all pupils, and especially those of the higher attaining pupils. Lesson plans do not always include learning objectives or how activities will meet these intentions. Detailed information about assessment opportunities is often not included in these plans. The headteacher and subject co-ordinators monitor medium-term planning thoroughly, but weekly planning does not receive the same effective focus.

5.Equality of access and opportunity for pupils is good overall. It is good for the children under five and pupils in Key Stage 1, and is satisfactory in Key Stage 2. Each pupil is valued as an individual and particular attention is given to meeting personal needs. However, at Key Stage 2, within the mixed ability classes and the groups set by ability in mathematics, there are occasions when higher attaining pupils are not provided with opportunities to extend their work. The lower attaining pupils are better provided with appropriate work.

6.The school is effective in meeting the curricular needs of pupils who have statements of special educational needs and fulfils the requirements of the Code of Practice. The class teacher, in conjunction with the school's extensive range of assessment procedures, initially identifies pupils with special educational needs. The special educational needs co-ordinator undertakes a detailed assessment and works effectively with the class teacher in establishing an individual programme of work. Pupils' progress against the targets set in the individual educational plans is reviewed at regular intervals and each term individual targets are reviewed and reset. Annual reviews are held and all relevant professionals are invited. Pupils receive good tuition from the special needs support teacher.

7.There is a good whole school policy on assessment and the procedures for assessing pupils' attainment are very good. Baseline assessments, supplemented by additional observations made by the school, give an effective all-round picture of attainment on entry. The school satisfactorily completes its statutory duty to assess the pupils' attainment at the end of Key Stage 1 and Key Stage 2. The school also assesses pupils at the age of four and there is a comprehensive tracking system of pupils' attainment against these tests within the school. Teachers carry out satisfactory day-to-day assessment in the majority of the curriculum areas and maintain accurate records. However, these are often only a record of completion of a task, or a record of

achievement in tests, such as spelling and tables. Information from these assessment procedures is used to adjust membership of whole-year ability groups, for example in mathematics, but assessment information is not used effectively enough to influence future planning for all pupils on a regular basis. As a result, lower and average attaining pupils often receive work which is matched closely to their needs, but there is a lack of challenge in some lessons for higher attaining pupils when their needs are not given full consideration.

8. Portfolios of samples of pupils' unaided work have been established for most subjects, and these are useful in guiding teachers in matching activities to different levels of pupil attainment. The portfolios also provide a record of pupils' progress through the reading scheme, humanities and science topics covered and a list of notable successes and achievements during their years at the school. There is a good marking policy and it is consistently applied across the school. Parents receive good information about their children's progress. The open information meetings on special educational needs are well attended.

9. A broad range of extra-curricular activities and educational visits enhances the pupils' learning opportunities. They join in sports activities and learn to play musical instruments. The wide ranging music curriculum and the variety of musical activities on offer for the pupils are a strength of the school. Homework tasks are purposeful, varied and often involve members of the family.

Pupils' spiritual, moral, social and cultural development

10. The school's provision for pupils' spiritual, moral, social and cultural development is very good overall.

11. Provision for spiritual development is good. There is a good variety of assemblies that focus on moral questions, the pupils' achievements and the values of the school. All assemblies promote spiritual growth and reflection well. There are several examples of good spiritual appreciation within lessons, such as the pupils' responses in Year 1 to music, their interest in animal bones for a science lesson in Years 3 and 4, and pupils' empathy with Louis Braille in a religious education lesson. During a class assembly, many pupils read their own poems, full of colourful imagery about seeing and hearing. In art lessons, pupils frequently take a great delight in their own and other's creations. There is, however, little evidence to suggest that attention to the spiritual dimension is planned consciously into lessons.

12. The school's provision for both the pupils' moral and social development is very good. The school successfully helps pupils think about their moral stand on questions and situations, and to distinguish right from wrong. The conflict between loyalties to different friends was explored very sensitively during an assembly, with pupils clearly following a familiar practice of debating their views in small groups. All staff give careful attention to moral behaviour and consideration. The developing personal and social education programme enables pupils to share problems and consider wider responsibilities in society.

13. All adults in the school make pupils' social development a high priority and set a good example for them. The school sets clear boundaries for expected behaviour, and within that pupils form happy, secure and understanding relationships. Teachers adjust the social groupings for different subjects or activities to improve relationships, and this is effective. Teachers arrange for pupils to work collaboratively in such activities as the choir, team games and residential visits, but the great majority of classroom tasks are set at an individual level. Pupils in Year 6 are expected to be more socially responsible, including within the community, and they undertake duties happily.

14. Provision for pupils' cultural development is good. Pupils are introduced to examples of European and non-western art, music and dance. They access a good selection of classic texts, modern authors and poetry in the literature curriculum. The individual research pupils do through information technology crosses cultural boundaries. Religious education and history enable pupils to learn about different times, life-styles and conditions. The school celebrates the festivals of the main religions, although it gives insufficient attention to the wider multi-cultural nature of modern society.

Support, guidance and pupils' welfare

15.The provision the school makes for the support, guidance and welfare of its pupils is very good. Staff give a high priority to pastoral care and it is a strength of the school's provision. Parents are very happy with the level of support their children receive. The school has successfully maintained the good standards of provision reported at the time of the previous inspection.

16.Procedures for monitoring pupils' progress and personal development are satisfactory. The school provides a supportive, caring environment where relationships between adults and pupils, and between pupils, are excellent. All staff know their pupils extremely well and are committed to ensuring that they receive a high standard of care. Pupils joining the school are looked after well and soon settle to the daily routines. Pupils transferring to the secondary school are well prepared for transition, and parents are very pleased with this aspect of the school's support. The programme of personal and social education is satisfactory, and includes health, drugs and aspects of sex education. Assessment data is not always used effectively enough to plan pupils' future work as, on occasions, higher attaining pupils are not sufficiently challenged.

17.Support for pupils with special educational needs is good and they are quickly identified. Individual education programmes are closely monitored and help pupils to make good progress towards their targets.

18.The arrangements to support children under five are good. There is close liaison with the pre-school group, which ensures a smooth transfer into Reception. Baseline assessment procedures provide staff with useful information about the children and their families, which is used well to plan appropriate activities for them.

19.Procedures for monitoring and promoting discipline and good behaviour are very good. High expectations of behaviour are shared with both pupils and their parents as part of the Home-School Agreement. Good behaviour is rewarded as part of the system of rewards and pupils are proud of the badges they receive. In the very few cases where bullying or other harassment is recognised, it is promptly dealt with in a sensitive manner with the full involvement of parents as necessary.

20.Procedures for monitoring and promoting good attendance are very good. Pupils' attendance is carefully registered at the beginning of each session, and overall attendance is well monitored. Instances of unauthorised absence are checked and monitored each term.

21.Procedures for child protection and promoting pupils' well-being, health and safety are very good. There is a designated person for child protection and good procedures, which fully meet statutory requirements, are in place. Care for pupils requiring medical attention is good. Procedures for organising day or residential visits are effective. There is a comprehensive Health and Safety policy in place and roles are clearly defined. The governors take their responsibilities seriously and undertake regular safety assessments. The fabric of the building and all the equipment are well maintained and, together with the excellent cleanliness and hygiene standards, enable the school to maintain the well-being of the pupils in its care.

Partnership with parents and the community

22.The partnership the school has with its parents and the community is very good. There has been a significant improvement in the good standards reported at the time of the previous inspection.

56. Parents are very supportive of the work of the staff and governors in ensuring that the school remains an integral part of community life. Parents serve the school well. Some are members of the governing body, others provide valuable support in classrooms and some parents take responsibility for safety patrols during swimming lessons each week. There is a very active and supportive parent/ teacher association and the resources of the school are considerably enhanced by their efforts.

1.The school welcomes parents to the school at every opportunity. Parents are very pleased with the access

that they have to the headteacher or class teachers should they have concerns that they wish to discuss. Parents believe the school has a genuine 'open door' policy and parents are very supportive of their children and the school. The quality of information provided for parents is very good. The prospectus is well prepared, easy to read and informative. Annual reports, which keep parents well informed of their children's personal, social and academic progress, are clear and evaluative. Parents appreciate the time and effort that teachers put into writing reports each year. Parents receive regular newsletters and they are very well satisfied with the frequency and content of the information received. The school encourages parents to attend open evenings twice per year and the general level of response is good. Meetings are arranged at regular intervals by the school to inform parents about new initiatives or changes to procedures, for example the implementation of the National Numeracy Strategy. Many parents show an interest in the literacy and numeracy initiatives and provide support for their children at home, for example helping them with reading or spelling.

2. Almost all parents are happy with the amount and type of homework set, but not all are familiar with the recently produced homework policy.

3. The enrichment of pupils' learning through links with the community is very good. Visitors to the school, such as theatre groups and musicians, contribute effectively to the curriculum. People from the local community come into school to share their life experiences with pupils. Good use is made of the local area for fieldwork. Pupils study the local village and the local town. Visits further afield, for example a residential visit to Derbyshire, are successful in broadening pupils' experiences of the wider community.

4. The school has very strong links with local churches and their communities. Pupils are regularly involved in church services. They sing to several local organisations, such as a local senior citizens group, and join in a range of celebrations and festivals, for example the Salvation Army Christmas concert. Liaison with the main receiver secondary school is excellent. Transfer and induction procedures are very good.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

5.The school's ethos is very good and successfully promotes equality of opportunity for all pupils. The aims of the school are successfully met. They are reflected in the excellent behaviour and the very good attitudes of the pupils and the warm, welcoming and very caring atmosphere that pervades the school. Parents are very pleased with the aims and values that the school promotes. The work of the headteacher in providing a clear educational direction to the life of the school is very good and he has made a significant contribution to the implementation of the school's very successful approach to pupils' personal, academic and social development. His sensitive leadership, and the management strategies he employs, have been successful in establishing strong teamwork amongst the staff, excellent relationships and a shared vision of the school's future direction amongst staff and governors. The deputy headteacher fulfils his role very effectively and conscientiously. Co-ordinators have a good understanding of their roles and responsibilities and carry them out efficiently. Communications are very good.

6.The headteacher monitors termly curriculum planning and other aspects of school life effectively through his teaching commitment, classroom observations, analysis of teachers' planning, pupils' work and teachers' assessments of pupils' attainments and progress. Co-ordinators assist the headteacher well in this work by leading curriculum reviews, sampling pupils' work, looking at termly planning and observing colleagues teaching. However, within these well organised and well supported procedures there is no requirement for anyone to analyse teachers' short-term, or weekly planning. As a result, the lack of challenge for higher attainers in some lessons persists.

7.The school's response to the previous inspection report has been satisfactory. The school has maintained high standards of behaviour, teamwork and leadership and management. Effective procedures have been established for the formal monitoring of standards and the quality of education. These include regular non-contact time for all subject co-ordinators to observe their colleagues teaching and to deal with subject administration. Governors have successfully established procedures for monitoring the effectiveness of budgetary decisions and these are helping them to make better informed judgements on value for money. In addition to responding to the key issues from the previous inspection, the school has made good progress in implementing the National Literacy Strategy. Satisfactory progress has been made in preparing for the National Numeracy Strategy. Satisfactory plans have been prepared, in conjunction with the local education authority, for the addition of an extra classroom to accommodate the admission of pupils on a termly basis.

8.The strategic development plan is a helpful working document. It is comprehensive in its coverage of aspects of school life, contains clear priorities for effective school improvement and is linked closely to the school budget. Success criteria are included in the plan, which are useful in helping staff and governors follow the progress made in the implementation of initiatives. The headteacher and governors pay close attention to the results of national tests, as well as results from the school's own programme of testing, to determine priorities for raising standards to be included in the strategic development plan. They effectively set targets for the school in conjunction with the local education authority.

9.The school's provision for pupils with special educational needs is well managed. The special needs co-ordinator works in close partnership with all teaching and non-teaching staff, effectively ensuring that pupils' reviews are kept up-to-date and the targets in their individual education plans achieved. The special educational needs governor is well informed and closely involved in all aspects of the school's work. Management of the provision for children under five is good and the co-ordinator works hard to ensure that children settle well into school.

10.The National Literacy Strategy has been implemented effectively. The literacy hour is taught successfully

in all classes and teachers are shortly to review practice and make adjustments in the light of experience. Satisfactory preparations have been made for the implementation of the Numeracy Strategy and all staff are now following the national recommendations for the teaching of numeracy.

11.The governors are committed to the continued development of the school and are very supportive. The chair of governors is a regular visitor to the school and has a clear vision for the future development of the governing body. Governors' involvement in school life is good and this helps them to gather knowledge and information from the headteacher's reports and the programme of governors' visits. Governors are prepared to gather their own evidence to evaluate the success or otherwise of their decisions and in this respect they have a good understanding of the school's systems and procedures. Governors fulfil all statutory requirements.

12.The school has a good capacity to improve in the future. This is characterised by the strong commitment to school improvement shown by the governors, headteacher and staff, the very good procedures for gathering information about pupils' attainments and progress and the school's plans for raising standards of provision for children under five.

Staffing, accommodation and learning resources

13.The school has a sufficient number of teaching and non-teaching staff with suitable qualifications and experience to meet the demands of the curriculum for children under five, the National Curriculum and religious education. Well-qualified peripatetic music staff enrich the curriculum at both key stages. A part-time teacher works with lower attaining pupils. There is a designated special needs co-ordinator. A qualified nursery nurse works with Reception and Key Stage 1 pupils and is fully involved in their learning. Two members of the Voluntary Reading Helpers scheme have a positive effect upon pupils' learning. There is a good number of midday supervisor staff, who manage pupils well and make lunchtime a pleasant social occasion. The efficient administration officer and premises manager ensure that the school runs smoothly from day to day. The close co-operation between teaching and non-teaching staff makes a significant contribution to the school's ethos.

14.Job descriptions are in place for all staff. All teachers have the responsibility for the co-ordination of at least one subject or aspect of the curriculum. These are well matched to expertise, experience or interests. They work closely to the responsibilities set out in their job descriptions and liaise frequently with their colleagues. A generous amount of non-contact time has been allocated equally to all co-ordinators for monitoring classroom work. Although they observe their colleagues teaching to monitor standards in their subject more closely, co-ordinators do not make critical judgements about the quality of teaching.

15.Arrangements for the professional development of teaching staff are good. The school has a high level of commitment to staff training, a designated staff development co-ordinator and a clear staff development policy. Priorities for training are given in the first instance to national initiatives and then to agreed areas identified in the strategic development plan. Arrangements for the induction of newly qualified teachers or teachers new to the school are good. An effective mentoring system provides helpful support and guidance to new teachers through a programme of regular meetings and working alongside other staff in classrooms. An appraisal system for teachers is well established and effective. Targets for improvement and development are identified and reviewed on a yearly basis. The school plays host to student teachers each year and provides them with good support. The school makes good use of these occasions to release classroom teachers to support colleagues and monitor standards when appropriate. There is no provision for the structured training of support staff or volunteer helpers, who work with and report to individual members of staff.

16.The accommodation provides a satisfactory environment for teaching the National Curriculum. The governors, staff and parents have worked hard to improve the quality of classrooms, work areas and the school grounds to raise pupils' standards of attainment and progress. Classrooms and other teaching areas

are satisfactory in size, but despite good use of all available accommodation, storage space is limited, especially for large items of physical education equipment. The library is small, is not ideally situated for regular use by the whole school and some shelves are too high to be accessible to the smallest pupils. The hall is adequate for physical education and assemblies, but is a main thoroughfare and interruptions to lessons are frequent. Dinners are eaten in classrooms and lunch times are well managed and organised. All interior areas of the school are very clean and in good order. The school grounds are attractively landscaped and well maintained and provide effective opportunities for learning in several areas of the curriculum, such as science, environmental and physical education.

17. Accommodation for children under five is unsatisfactory. These pupils share a small classroom with all the Year 1 pupils. Space is at a premium and, as a result, some of the experiences recommended in national guidelines for pupils of this age are not provided on a regular basis. For example, they lack space for imaginative play. Children spend more time doing formal work than is desirable. There is no secure outside play area for them to use. There are useful plans for an extra classroom to be built in the near future to help alleviate the current problems.

18. Resources for promoting and developing literacy and numeracy are of good quality and quantity. Literacy resources are having a significant impact upon the standards attained. There is a good selection of multiple copies of readers and large books in each classroom. The provision of other reading material is adequate but many reading scheme books are in poor repair. Good use is made of the local education authority's loan service to supplement classroom stocks.

19. The provision of resources for other areas of the curriculum is at least satisfactory; for physical education and music it is good. The school has recently put all of its computers on to an internal network and has a good stock of CD-ROMs. A kiln is situated off the craft room and is well used by pupils of all ages. Resources for promoting skills in geography and history are adequate, but in these two subjects in particular, the school makes good use of visits to places and buildings in the local area, as well as resources on loan from various sources within the county, to support pupils' learning.

The efficiency of the school

20. The headteacher and governing body have made satisfactory improvements to the efficient running of the school since the previous inspection. The school's financial planning is good, being detailed and thorough. The main priority recently has been to maintain staffing levels in order to improve quality experiences for pupils and raise standards, and this policy has been broadly successful. The headteacher and governors' finance committee set a budget based on shared priorities and the effective use of available resources. The governing body has effective oversight of the finances and budget through regular monitoring of spending patterns. It fulfils its strategic responsibility fully for planning the overall use of resources. The school has a minimal carry forward figure that has been constant in recent years.

21. The school has made satisfactory improvements to the provision and quality of resources and facilities since the previous inspection. The teaching and support staff are deployed well to classroom responsibilities and have a positive impact on pupils' attainment. The school has maintained funding to enable subject co-ordinators to monitor the quality of provision in their subjects. The experience of the senior staff is used well to support developments. Earmarked funds for staff training and for pupils with special educational needs are used effectively. Subject co-ordinators purchase resources, but their responsibility does not yet extend to accounting for their own budgets and setting an action plan. The use of learning resources and accommodation is satisfactory. However, the library is seldom used by pupils for their own research, and a safe area has not been identified for children under five.

22. Day-to-day financial control and administration are very good. Clear procedures and routines are well established. The school has implemented the few recommendations of a recent auditors' report and access levels to computer financing are appropriate. The school buys in the time of an experienced finance assistant,

who provides valuable advice on future needs and problems. The school has good plans to increase classroom accommodation and improve facilities. The school has made very good improvements to information technology resources.

23. Pupils' attainment on entry to the school is slightly above average, and the area that the school serves is a broadly average mix. The expenditure per pupil is average. Pupils leave the school at the end of Key Stage 2 with attainment which is currently above the national average. The quality of education is good. Pupils' attitudes to work are very good and their behaviour and relationships are excellent. The school is well led by the headteacher and governors. Taking account of these factors, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

Most young children start schooling in Reception at the beginning of the term in which they are five. Children born in the summer term start school in September and go straight into Year 1. Due to uneven numbers and the staggered entry, the Reception class caters for some Year 1 pupils as well as the children under five. On entry, children's attainment is slightly above that expected of this age. About three-quarters of the children have had playgroup experience and a few have attended private nurseries. The remainder has had no pre-school experience.

24. At the time of the inspection, nine pupils were under five. Provision for them is based on a modified National Curriculum. Most pupils respond well to this and make good progress in language and literacy and mathematics. However, curriculum provision is restricted because of the cramped accommodation. Some experiences, such as opportunities for imaginative play, are not provided regularly enough. Consequently, progress in aspects of knowledge and understanding of the world, physical and creative development is slower than might be expected for the pupils' abilities.

81.

Personal and social development

25. On starting school, children under five make good progress in their personal and social development and, by the time they are five, attainment is above expectation for this age. Children feel secure and happy and confidently speak out in a group. They are interested in their activities, and are keen to participate and learn. They generally sit still and listen carefully, although a few find it difficult to listen or take turns in carpet sessions. However, all maintain concentration well in assemblies. Their level of concentration is satisfactory. They understand the importance of waiting their turn. Children are quite self-sufficient in looking after themselves. For example, they confidently tackle undressing and dressing for physical education. Behaviour is good. The quality of relationships between adults and children is good and promotes the children's self-esteem well. The working partnership between the two teachers in the classroom and the nursery nurse effectively enhances the progress of children's learning.

Language and literacy

26. By the time they are five, children's attainment is above expectation for this age and they make good progress. Pupils show a developing knowledge of books. They understand author, publisher and title and know that illustrations are often done by another person. They follow print well, turn pages correctly and are beginning to recognise initial words and sounds. The teacher provides children with a wide range of story books, and they clearly enjoy these, talking confidently about them, and accurately recalling and predicting events. Pupils take part in literacy hour activities, sharing a big book with the rest of the class, but some reading scheme books they use for individual reading are in poor condition or out of date. Pupils listen well to their teachers and to each other and speak with clarity. The children joined happily in an assembly for pupils from a local playgroup, acting and speaking well for their ages. However, there are insufficient opportunities for them to create roles for themselves or write freely due to the lack of a permanent role play area or writing corner. Skills are taught systematically and children's progress assessed continuously, and this usually ensures a good match of task to ability. On occasions, the children with very high attainment are not sufficiently challenged.

Mathematics

27. By the age of five, children have made good progress and attainment exceeds the standards expected. Children count accurately and order numbers within ten correctly on the class washing line. They successfully recognise two-dimensional shapes and explain the difference between a square and a rectangle. Their mathematical vocabulary is developing well, fully understanding language such as longer, shorter, in front of, behind. Teaching is good. Mathematical skills are built up progressively and concepts reinforced through practical activities, such as discussing attendance or dinner numbers or remembering the days of the week.

Knowledge and understanding of the world

28. Children are increasingly aware of the world around them and, by the age of five, are achieving at the level expected of this age. Children are curious to discover and find out. They are happy to talk about their families and confidently discuss past and present events. In science activities, they look carefully for small creatures and demonstrate satisfactory observational skills in drawing and describing them as they record their results. Children are familiar with using computers and use the mouse with confidence. There are very few opportunities within the classroom for children to study plant or animal life on a regular basis. The teacher is unable to offer activities to support this area of learning on a more regular basis due to the constraints imposed by the accommodation.

Physical development

29. By the age of five, pupils' physical development meets expectations overall. Pupils move confidently and safely. They have good control of pencils and scissors and manipulate small items well. Progress in children's physical development is generally satisfactory but there are too few planned opportunities to ensure progress is good. This is a direct result of the over crowded classroom and the lack of a secure outside play area. Children visit the hall for their time-tabled physical education lessons, go swimming and play outside during school playtimes. Large outside toys are used in the summer months only. There are very few other occasions for children to develop hand to eye co-ordination, or running, jumping and climbing skills. For example, construction activities using large building blocks or construction kits are not regularly available.

Creative development

30. By the age of five, pupils have made satisfactory progress and attain standards expected of pupils of this age. They use paint expressively and boldly in their imaginative paintings. They cut with scissors with varying degrees of competence, draw and colour confidently. They show imagination, for example, when acting out the story of 'The Enormous Turnip' in assembly. However, the development of their ability to express ideas or feelings through role play is unsatisfactory due to the limited provision. They make good progress in musical activities. They begin to appreciate different sounds and join in singing favourite songs enthusiastically. Teachers provide them with regular singing lessons of good quality, where they play percussion instruments and begin to make decisions about which instruments to use in simple compositions.

They handle the instruments with care. The teacher and nursery nurse use praise and encouragement effectively to help children make progress.

English, Mathematics, Science, Information technology and Religious education

English

31. Since the previous inspection, pupils' good standards in English at both key stages have been successfully maintained. Standards in literacy have been improved as a result of more effective planning and good teaching. Pupils with special educational needs particularly benefit from focused work in the literacy hour and withdrawal sessions and, as a result, they make good progress.

32. In 1998, the results of the National Curriculum statutory tests at the end of Key Stage 1 for writing were well above the national average for pupils attaining the expected level for their age, and below average for those attaining the higher level. In reading, results were well above the national average for pupils attaining the expected level, and above average for those attaining the higher level. When compared with similar schools, standards in reading and writing were above average.

33. In the 1998 end of Key Stage 2 National Curriculum statutory tests, results were above the national average for pupils attaining the expected level for their age, and close to the national average for pupils attaining the higher level. When compared to similar schools, attainment for pupils attaining the expected level was average, but for pupils attaining the higher level it was below average.

34. When analysing test results between 1996 and 1998, attainment has shown a satisfactory improvement in reading and writing at the end of Key Stage 1. Standards have risen steadily at the end of Key Stage 2. The results of the 1999 statutory tests indicate that this rate of improvement has been maintained at both key stages, although national comparisons are currently not available.

35. Standards of speaking and listening are above average at the end of both key stages and indicate an improvement since the last inspection. Pupils make satisfactory progress. By the end of Key Stage 1, pupils listen carefully to one another and to adults. Responses to questions are mainly articulate and well ordered. They pose questions clearly to satisfy a well developed natural curiosity. Pupils increase their vocabulary well and confidently experiment with new words. Pupils enjoy talking about favourite characters in their books and the work they are doing. By the end of Key Stage 2, most pupils are very articulate at expressing their views. They make thoughtful contributions during literacy hour, for example, when studying persuasive writing. Higher attaining pupils in particular often make positive and pertinent contributions to class discussions.

36. Standards in reading are above average at the end of both key stages and pupils make satisfactory progress. By the end of Key Stage 1, many pupils are fluent readers. They predict or reason the story line with considered views. They apply a range of strategies successfully when encountering difficult words, such as using their knowledge of phonics or making informed guesses. A satisfactory number of pupils are familiar with using an index, contents and a dictionary, but many average and lower attaining pupils have weak library skills. Most pupils give reasons why they have selected a book and many pupils read freely and clearly enjoy the activity. By the end of Key Stage 2, pupils have a wide knowledge and experience of both fiction and non-fiction. Higher attaining pupils have standards which are well above average and tackle complex texts with confidence. Library skills are good and pupils locate information quickly from books in the classroom or through the retrieval system in the school library.

37. By the end of Key Stage 1, attainment in writing is above average and pupils make satisfactory progress. Reception and Year 1 pupils soon learn how to construct a sentence and where to use full stops and capital letters. They quickly learn to write captions and short stories independently. By the end of the key stage, they have a good range of vocabulary and use punctuation accurately. Handwriting is well formed and letters joined into a fluent script. For a small minority, handwriting is erratic and letter formation is not consistently accurate. Standards of spelling are above average and have improved since the last inspection as a result of a

focus on teaching methods and good support from parents at home. By the end of Key Stage 2, attainment in writing is above average as pupils continue to make satisfactory progress. The range of writing remains broad, and this makes a significant contribution to the standards attained. Pupils write imaginative stories, accurate accounts, plays and poems. The quality of their work is based on a secure knowledge of punctuation, grammar and spelling. Most pupils have developed a mature use of vocabulary and a fluent style of writing and the presentation of their written work is of a consistently high standard. Skills of editing and drafting are well developed, but earlier in the key stage pupils are not so successful at these skills. Many pupils in Years 3 and 4 spend too long concentrating on handwriting and spelling when the task calls for ideas to be written down quickly, sometimes in note form, to be re-drafted at a later stage.

38. Pupils' attitudes to their work, and to the literacy hour in particular, are at least good. Year 5 and 6 pupils' attitudes are very good. Pupils join in shared reading activities with enthusiasm and move positively from one activity to another. Concentration and behaviour are very good and, as a result, pupils settle to their tasks with very little delay and this helps them to make good progress. They are keen to do well and take pride in their achievements. Their general approach to work, particularly in Key Stage 2, is mature and sensible.

39. The quality of teaching is at least satisfactory and much is good or very good. Of the lessons observed, forty percent were satisfactory, forty percent were good and the remainder was very good. The very good teaching was in classes containing Years 5 and 6 pupils. The well structured programme of literacy training and the positive attitudes of the staff to the National Literacy Strategy have had a significant impact on the quality of teaching and pupils' achievements. Teachers are now confident enough to make minor modifications to the structure in order to match work more closely to pupils' needs or their style of classroom management. Teachers plan closely together in year groups, which results in an effective sharing of ideas and expertise and equal opportunities for all pupils. In the best teaching, lessons have variety, are well structured and maintain a good pace to pupils' learning. For example, a lesson for Year 6 pupils about Shakespeare's 'Macbeth' involved a video extract, good challenging questions from the teacher and thoughtful responses from the pupils. The pace was good throughout and, as a result, pupils made good progress in understanding Macbeth's complex character. Relationships with the pupils are very good and this, coupled with enthusiasm for the subject, motivates pupils to succeed. For example, Year 1 pupils responded positively to their teacher's obvious enjoyment of the text as they read 'Ten In A Bed' together. Review sessions at the ends of lessons successfully reinforce the aims of the lesson and give teachers an idea of how successful the lesson has been. Where there are shortcomings in otherwise satisfactory lessons, the pace of lessons is slow and activities do not hold pupils' attention. Expectations of the standards of pupils' work and behaviour are often high at both key stages. Adult helpers are used well to support individuals and groups.

40. A good range of assessment procedures is in place. The subject co-ordinator and teachers assess and evaluate the strengths and weaknesses of the literacy hour on a regular basis. So far they have identified that extended story writing is not receiving sufficient attention and are planning useful modifications to the curriculum as a result. National test results are analysed, as well as the results of the school's own testing programme. Teachers keep records of what pupils have covered, but these are not evaluative. The quality and consistency of marking is good, with sensitive and evaluative comments to help pupils improve.

41. The subject knowledge and expertise of the co-ordinator is very well developed and she provides very good leadership. She has been successful in the effective implementation of the literacy hour at both key stages. The co-ordinator has led in-service training for colleagues and spends time in classes monitoring the quality of pupils' work. Her good knowledge and understanding of standards in the school has led to an effective focus on spelling and writing methods by all staff. Teachers are successful in maintaining the continuous and progressive development of skills throughout the school as a result of

regular planning meetings, despite the lack of a comprehensive scheme of work. The co-ordinator is aware that the scheme of work requires review and development in order to make the planning process easier. Pupils' literacy skills are applied successfully to other areas of the curriculum in subjects such as science, history and geography, where a variety of ways of writing are successfully used. Book resources are satisfactory, but some reading scheme books require replacement. National and school funds have been well used to purchase good quality large texts and group readers.

Mathematics

42. The school has made satisfactory improvements to standards in mathematics since the previous inspection. The percentage of pupils gaining the expected level for their age in the end of Key Stage 1 national assessments in 1998 was well above the national average and the average for schools in a similar context. The percentage of pupils gaining the higher level was below the national average and below the average for schools in similar contexts in 1998, but improved significantly in 1999. Inspection evidence indicates that pupils in the present Year 2 are achieving standards that are broadly average for this stage of the school year.

43. The percentage of pupils reaching the expected level for their age in the 1998 end of Key Stage 2 national tests was above the national average and above the average for schools in a similar context. The percentage of pupils gaining the higher level was below the national average in 1998 and below the average for schools in a similar context. Inspection evidence indicates that pupils in the present Years 5 and 6 are achieving standards that are broadly average.

44. Results of national assessments over the past four years for attainment at the end of Key Stages 1 and 2 have remained constant, although results of the 1999 national tests indicate improvements in the percentages of pupils gaining the higher levels.

45. Pupils' attainment at both key stages in numeracy is average overall, although a significant minority of pupils at all ages have good number facility. There are several worthwhile examples of mathematics being applied across the curriculum, for example in science, information technology, design and technology and geography. Girls and boys achieve equally well at Key Stages 1 and 2. There are no significant variations in attainment among pupils of different ethnic groups or background. Pupils with special educational needs make satisfactory progress towards the targets in their individual education plans.

46. There is a good emphasis on skills and understanding of numeracy at both key stages. In Key Stage 1, most pupils put numerals in order correctly and count confidently to 10, 20 or beyond according to age. They understand the language 'more than 6' and 'between 7 and 10'. Pupils add and subtract numbers for most sums accurately and, by the end of the key stage, pupils have a satisfactory recall of early number facts. Pupils in Year 2 have a satisfactory understanding of place value. For example, most pupils add $44 + 10$ correctly. They recognise patterns, for example when adding 9 or 11 to numbers, and use apparatus correctly. Pupils apply number well to simple everyday problems, and understand how to interpret graphs and tables. Pupils know the names of several two-dimensional shapes, such as square and rectangle, and have an early understanding of measurement. Previous work indicates broadly average attainment overall, with higher attaining pupils showing good understanding.

47. By the end of Key Stage 2, most pupils are reasonably accurate with mental calculation and explain their methods clearly. They perform written calculations with sufficient understanding, although several pupils are insecure about place value. Higher attaining pupils have good recall of multiplication facts and are generally accurate and quick at their tasks. They have a good understanding of multiples and factors of numbers, and a clear idea of the likelihood of events happening in probability. However, there is lack of challenge in some tasks. Previous work shows broadly average standards across the mathematics curriculum by Year 6.

48. Pupils make satisfactory progress overall in both key stages. Most pupils work well during lessons and, as a result, mental skills and understanding improve steadily. There is usually a good choice of tasks matched to

pupils' abilities so that they consolidate previous learning. By Year 6, most pupils have gained sufficient knowledge and understanding to explain their methods and give sensible reasons. They have developed a few problem solving skills, such as looking for patterns in number, but the investigational aspect of mathematics is underdeveloped.

49. Pupils' attitudes to mathematics are mostly good throughout the school and support attainment well. They show less interest and motivation on the occasions when teaching lacks pace and challenge. Pupils work well independently of the teacher, often sharing findings with other pupils. They sustain concentration and effort well to try and complete tasks to a good standard, although the standard of presentation is not always neat. Most pupils behave very well in lessons and co-operate willingly with the teacher and with their friends.

50. The quality of teaching is satisfactory overall at Key Stage 1 and good at Key Stage 2. There are examples of good and very good teaching in both key stages. Teachers plan their lessons carefully following the national numeracy guidance, although learning objectives and the methods to be used are seldom noted. Teaching strategies are usually appropriate, and promote good standards, with an emphasis on mental calculation and the development of a central concept. However, the initial numeracy section is not always sufficiently focused with clear, searching questions and a good pace.

51. Practical activity forms a good basis for most tasks, promoting pupils' understanding and related skills well, but this is not consistent. Most teachers have a secure subject knowledge that leads to clear explanations of methods. Pupil management is good, promoting worthwhile learning with resources to hand. There are good everyday procedures to check attainment and mark work, as teachers make careful observations of pupils. However, the use of this information to plan for progression and further teaching is inconsistent between year groups and key stages and is one of the reasons why higher attaining pupils are not always sufficiently challenged. Teachers give appropriate homework. In Key Stage 2, the setting arrangements help to match work more closely to pupils' abilities and improve standards of numeracy. The level of challenge is good overall in Key Stage 2, where teachers usually set high expectations.

52. The subject meets the requirements of the National Curriculum. The co-ordinator is experienced, has a good understanding of the role and helps to generate good interest in the subject. He carries out a thorough analysis of test results and this is valuable for monitoring and planning to raise attainment. He sees all teachers' termly planning and has weekly release time to monitor and support colleagues. The quality and range of resources for mathematics are good and support pupils' learning well. Resources are well organised and easily accessible in classrooms.

Science

53. Results of the 1998 statutory assessments for pupils at the end of Key Stage 1 indicated that the percentage of pupils attaining the expected level for their age was well above average in comparison with the national average. The percentage of pupils attaining the higher level was below the national average. Inspection findings indicate that the performance of the current Year 2 is broadly similar.

54. The results of the 1998 end of Key Stage 2 National Curriculum tests indicated that attainment was above the national average for pupils attaining the expected level for their age. Attainment was below the national average for pupils attaining the higher level. When compared with similar schools, attainment was close to the average for pupils attaining the expected level, and below average for pupils attaining the higher level. Test results since 1996 indicate a gradual improvement in standards. The results of the 1999 tests indicate that this improvement has continued. Inspection evidence indicates that pupils in the current Year 6 are attaining above average standards, with an increased percentage of pupils attaining the higher level.

55. By the end of Key Stage 1, pupils have developed satisfactory observational skills. They study and record mini-beasts and plants from the school grounds and use simple classifications to identify creatures. They have a good understanding of the senses of the body and know, for example, which parts of the tongue detect certain flavours. Knowledge and understanding of physical processes are particularly well developed, for

example, through investigations into how best to move a heavy sack from one side of the classroom to the other.

56. By the end of Key Stage 2, most pupils show that they have good knowledge and understanding of experimental and investigative science. They select appropriate equipment and show a good awareness of variables when preparing investigations. For example, Year 6 pupils were observed working in small groups trying to establish how worms could best be persuaded to come to the surface. They prepared a range of sensible ideas based on using easily available and accessible equipment. They then, with their teacher, discussed factors which would make the tests as fair as possible. Pupils take measurements and record their results carefully, for example when recording changes in the growth of radish seeds in an investigation into germination. They make well considered predictions based on their previous knowledge, and draw sensible conclusions from the results of their tests. Pupils' knowledge and understanding across all aspects of science is good. They are familiar with the main functions of the human body, and talk knowledgeably about healthy and unhealthy life styles. In the study of physical processes, they know and understand that unbalanced forces slow things down or speed things up. They have a good understanding of ways of classifying plants and animals. Knowledge and understanding of the solar system are good.

57. Pupils make satisfactory progress at Key Stage 1. In Reception, Year 1 and Year 2, they make steady gains in their knowledge and understanding of the natural world as a result of some regular opportunities to use the school grounds. They look for plants and creatures in different habitats and, by doing so, extend their knowledge and understanding of why plants and animals live and grow in certain places. They become familiar with the concept of fair testing through a wide range of experiments and investigations. However, there are insufficient opportunities for pupils to make choices of their own about how investigations could be carried out or how results might be recorded. This restricts the progress that higher attaining pupils in particular make, as they are not able to use their knowledge and understanding to devise simple experiments.

58. At Key Stage 2, pupils make good progress as they build upon the firm foundations laid in Key Stage 1. Pupils in Years 3 and 4 extend their knowledge and understanding of humans as organisms as they classify food groups and identify the constituents of a balanced diet. For example, Year 4 pupils effectively used information they had gained from home in a questionnaire about their family's eating habits to support work in choosing examples of healthy, unhealthy and vegetarian diets. In Years 5 and 6, provision of interesting resources promotes good progress in pupils as they observe and record what they see. For example, Year 5 pupils showed good levels of concentration and observational skills as they dissected owl pellets, and mounted the contents on card for further study during a lesson on food chains. They used their previous knowledge and understanding well to make sensible comments about their findings and what they could do next to develop the topic further. Progress is particularly good in Years 5 and 6 when pupils are given more opportunities to make their own suggestions as to how experiments and investigations can be carried out. Although teachers organise a good range of investigations for all aspects of science, pupils do not get enough opportunities to use what they have learned as a basis for devising experiments of their own. This lack of challenge affects higher attaining pupils in particular and is partly the reason why there are fewer pupils than expected working at higher levels in this subject. Pupils with special educational needs make good progress. Their understanding is carefully checked by teaching and non-teaching staff during lessons and they are given additional support when necessary.

59. Pupils' attitudes to learning are good. They are particularly good in Years 5 and 6. Pupils show considerable interest in their tasks. They listen closely to the introductions to lessons and then settle quickly to their activities. For example, Year 6 pupils were keen to answer questions and make observations of their own as their teacher introduced them to their worm investigation. They co-operated well in groups of three as the investigation progressed. Year 5 pupils showed good levels of maturity as they worked sensibly on their owl pellets, despite the unpleasant smells emanating from the pellets.

60. The quality of teaching is satisfactory as Key Stage 1 and good at Key Stage 2. At Key Stage 1, lessons are well planned and resourced. Pupils are given opportunities to learn about all aspects of science and, as a result, their knowledge and understanding is broad. Worksheets are used extensively and, whilst these are generally of good quality, they do not provide enough opportunities for pupils to devise their own experiments and investigations. At Key Stage 2, teachers effectively maintain the pace of lessons by regularly drawing pupils' attention to particular teaching points or examples of good work. Expectations by teachers of what pupils can achieve are highest for Year 5 and 6 pupils and there is a subsequent increase in the rate of progress made by pupils of different attainments in these year groups. At both key stages, relationships between teachers and their pupils are very good and these have a significant impact upon pupils' attitudes and the standards they attain. For example, a Year 2 teacher was able to establish quickly a good working atmosphere in a lesson about classification of food groups after some initial fussing from a small number of children over the organisation and resourcing of their designated groups.

61. The subject is supported by a satisfactory scheme of work, which provides useful support for teachers in planning their lessons. All aspects of the subject are well covered and are revisited and studied in greater depth as pupils move through the school. Relevant links are made with the school's programme of topics and this is effective in helping pupils apply their knowledge and understanding to other subjects of the curriculum, such as mathematics, design and technology and history. The scheme of work does not provide teachers with advice on how activities match different levels of pupil attainment or on assessment procedures. Teachers know their pupils well and often match work well to pupils' differing levels of ability. However, what they plan to teach each week and each day in science is not closely monitored and, consequently, there are times when the match of work is not appropriate and pupils are insufficiently challenged. Work is conscientiously marked and results carefully recorded.

62. The present policy and scheme of work were put together after a well organised process, which included the views and opinions of staff, and have supported a steady rise in standards. The new subject co-ordinator is aware of the need to review the science scheme of work in the light of current national initiatives and to incorporate advice for staff on the provision of more opportunities for pupils to apply their knowledge and understanding to experimental and investigative science at both key stages. Resources are of satisfactory quality and quantity and the school grounds are used effectively to support most aspects of science.

Information Technology

63. Standards of attainment are broadly in line with the national average at the end of both key stages. Pupils show a wide range of understanding and attainment. Higher attaining pupils mostly have good levels of skills and understanding. Pupils, including those with special educational needs, make satisfactory progress at both key stages. The school has made satisfactory improvements since the previous inspection.

64. In Key Stage 1, pupils have satisfactory skills and understanding to control the mouse, for example in number programs. Pupils use keyboard skills well to enter text and simple commands, so that word-processing is satisfactory. They design and produce simple art pictures, competently using several features of a painting program. By Year 2, pupils have an early understanding of how to enter commands to control a mechanical floor turtle. Pupils use a good variety of subject related programs, such as those that promote counting, simple additions and spellings. Pupils are successfully gaining the early skills of opening and closing programs, and of data handling.

65. Pupils in Key Stage 2 use computer equipment and software with increasing confidence in all classes. They confidently open up a program, choose fonts and change the style of text. In doing so, they demonstrate good word processing skills. Many pupils competently save and print their work. Pupils have a satisfactory understanding of the use of art and graphics programs, which are often linked well to work in other subjects. For example, in mathematics they have entered survey information into a data program and produced a selection of graphs, such as a pie chart, showing secure data handling skills. Pupils have recently been introduced to the control program LOGO, and although their skills of using it are limited, they are improving

satisfactorily. A strong emphasis is placed on pupils carrying out their own research using CD-ROM and many pupils have good skills in information retrieval.

66.Pupils make good gains in communication skills and apply word processing skills confidently across the curriculum. Similarly, pupils apply information retrieval to a good variety of tasks in other subjects. Progress in control skills is less secure.

67.Pupils' attitudes to the subject, and their behaviour in lessons, are good. The majority of pupils in both key stages quickly become interested in the tasks and want to join in. Most children have good concentration. They usually collaborate well, taking turns to enter information and sharing ideas. Pupils respond well to a good level of challenge, and most work well independently.

68.The quality of teaching is satisfactory at both key stages. Teachers demonstrate a satisfactory knowledge of the subject and plan well for computers to be used regularly. Programs usually have a direct link with other tasks, which helps to give purpose to pupils' work and effectively support their understanding and attainment. Teachers usually focus questions well. There are a few instances where teachers provide effective focused teaching, for example in introducing new programs, such as LOGO, and in some mathematics lessons. This helps pupils to make good progress. However, much teaching of information technology is supervision from a distance with teachers providing only occasional, brief interventions. On these occasions, progress is rarely more than satisfactory. The use by teachers of information technology to support problem solving is underdeveloped. Assessment procedures for the whole school are satisfactory, with individual class teachers monitoring pupils' access to and specific use of computers.

69.The co-ordinator understands the role well and provides good support for colleagues. The school has prepared a useful subject policy and scheme of work. The subject meets the requirements of the National Curriculum, with satisfactory breadth and balance through the school, although there is less direct evidence of work on control technology. The school has made good investments in information technology resources over the past two years. Currently, resources are of mixed quality, but provide good access for pupils to information technology experiences. The school is strongly committed to further development of information and communication technology.

Religious education

70.At the end of both Key Stages 1 and 2, pupils attain levels that are in line with the expectations of the locally Agreed Syllabus for religious education. This reflects similar attainment at the time of the last inspection.

71.By the end of Key Stage 1, pupils recall well the story of the Good Samaritan. They know that Jesus died on the cross and that Christians say prayers in church. Pupils are beginning to show satisfactory knowledge and understanding of other faiths and display care and respect for others.

72.Pupils make satisfactory progress in Key Stage 1. Lessons provide good opportunities for pupils to learn about caring and showing an understanding of other's feelings. Pupils in Year 1 explain why we need rules and give examples of the consequences of breaking the rules. Pupils in Year 2 show a developing awareness of the need to consider and care for others within the community and beyond. The link between religious practice and human response through prayer is recognised by pupils.

73.Key Stage 2 pupils are confident in putting forward suggestions and support these with opinions and explanations. Pupils knowledgeably discuss characteristics of various faiths, including Christianity, Sikhism

and Buddhism. For example, they recall well the story of the little Buddha and the five K's of Sikhism. Pupils are beginning to use their knowledge of other faiths to come to terms with their own feelings. Pupils in Year 5 effectively reflect on why some people, such as Gandhi and Dr Barnardo, are famous, what they stood for and why people respect them. In Year 6, pupils explore the concept of a powerful person and demonstrate that they are capable of formulating their own opinions.

74. Pupils make satisfactory progress in Key Stage 2. Pupils carefully record their thoughts and feelings in books and worksheets. However, although they have regular lessons, pupils in Years 5 and 6 do a minimal level of recording. This lack of recorded information and thoughts is not helpful to those pupils who wish to revisit or recall aspects of previous assignments.

75. Pupils' response to lessons is good. They listen attentively and respond well to teachers' questions. They gladly make contributions to the discussion and ask thoughtful questions. Behaviour is good, and pupils treat artefacts and books with proper respect. A clear example of this respect for resources is that the pupils in Year 6 still have personal hymn books in good condition that were issued to them on entry to school in Year 1. The presentation of pupils' work in books, the classroom, and in corridor displays, is good.

76. The quality of teaching is mainly good at both key stages. This indicates an improvement at Key Stage 1 since the last inspection. It is evident from lessons seen, from school assemblies and from looking at work and talking with pupils, that teaching throughout the school succeeds in bringing pupils to a broad understanding of people's religious experiences, beliefs and lifestyles. This is achieved within the context of pupils' own religious beliefs and experiences and those of others. Teachers prepare lessons with care, progressively developing their content and support activities with appropriate resources. Throughout the school, teachers skilfully use questions to promote pupils' learning. Relationships between teachers and pupils are very good.

77. The curriculum fully complies with the requirements of the locally Agreed Syllabus. The scheme of work, which has been successfully revised since the previous inspection, provides effective guidance for teachers in planning their lessons. Yearly planning clearly indicates what should be taught to which group of pupils, and when it should be taught. The provision for spiritual and cultural development in lessons is satisfactory. The subject is well managed and the co-ordinator is involved effectively in monitoring standards. Festivals, such as Diwali, Hanukkah, Harvest Thanksgiving and Christmas, provide a good focus within the classrooms and the school and a well planned assembly programme enhances the teaching of religious education.

78. The resources at the school are well used by the teachers and pupils. There is, however, a need to increase the range of posters, books and, in particular, artefacts. Visitors to the school include the local vicar and pupils regularly visit the local church. This is successful in broadening pupils' experiences. However, there are no visits made to places of worship of other faiths and religions.

Other subjects and courses

Art

79. Standards of work at the end of both key stages are above those expected of pupils of their age. Pupils, including those with special educational needs, make good progress. This is an improvement on the standard reported at the time of the previous inspection. Improvements have been made in the quality of printing and standards in this aspect of the subject are now very good.

80. Reception pupils demonstrate a good knowledge of colour and confidently name primary and secondary

colours. Some know, for example, how to make orange, green and pink. They make good gains in their knowledge and understanding as they explore mixing in their imaginative paintings. At both key stages, pupils effectively use a variety of media, sometimes successfully combining these in a variety of interesting ways. For example, attractive work was seen in Key Stage 1, where collage materials were combined effectively with paintings of animals, and in Key Stage 2, where pupils were observed sewing designs onto material that they had previously tie-dyed. Pupils at both key stages develop good skills in clay work. They make pots, plaques and models of good quality. By the end of Key Stage 2, clay work is of a very high standard as a result of pupils using clay and tools competently and confidently. At both key stages, pupils have a growing knowledge of famous artists. Pupils are aware that artists work in different ways. A display in the school hall featured pictures of good quality in the style of Monet. Year 6 pupils showed a good understanding of the style of Georgia O'Keefe as they carefully sketched still life arrangements. Paintings by John Constable had been used imaginatively to weave designs that highlighted colours used in his work. Pupils with special educational needs are fully integrated into lessons and make good progress.

81. Pupils at both key stages make good progress in their knowledge and understanding of styles and techniques, and their ability to work with different materials. This is a direct result of well planned lessons, where teachers focus closely on the development of skills. This sometimes means lessons are too prescriptive, with few opportunities for pupils to make decisions or use materials and techniques independently. However, pupils' work is enhanced by their learning. For example, Year 6 pupils improved the quality of their clay model heads of characters from Macbeth by their competent use of a clay gun. Pupils at both key stages make particularly good progress in their observational skills as they draw and sketch what they see in an increasingly proficient manner.

82. Pupils enjoy art and their attitudes to the subject are good. They enjoy practical work, are prepared to spend time on a piece of work to improve it and show genuine delight at some of their finished products. They discuss what they are doing with adults in a sensible and knowledgeable way. The subject makes a valuable contribution to pupils' spiritual and cultural development.

83. The quality of teaching is consistently good. Lessons are well prepared and often linked to the classroom topic, which helps to make the activities more relevant. Pupils are taught to think carefully about what they are doing and to evaluate the finished product. Teachers value pupils' work by the care they take in mounting it and the quality of classroom displays. Pupils are not involved in mounting their own work. Lessons are well resourced with a good variety and sufficiency of materials.

84. The subject is well co-ordinated by an experienced and enthusiastic teacher. The policy and scheme of work give comprehensive coverage of all aspects of the subject. It provides good guidance for teachers in the continuous and progressive development of skills as they plan their lessons. Assessment procedures are satisfactory and usually consist of teacher observations in lessons. Assessments are well supported by a portfolio of photographs of pupils' work. Resources are satisfactory and are well managed and maintained.

Design and technology

85. Standards are in line with those expected nationally at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress in designing and making and are gaining suitable skills.

86. In Key Stage 1, pupils gain an early understanding of the design process, for example when making face masks or action people with split pin joints. Pupils have access to a good range of construction materials in Reception and have suitable fitting and joining skills to make their models. Pupils in Year 2 make satisfactory gains in food technology, for example in the preparation skills for cooking cheese fingers, and understand the sequence of a recipe. Pupils have also made attractive concertina people and know that folding card changes its properties. Pupils talk sensibly about different materials they use or ways to fit things together.

87.Pupils in Key Stage 2 make satisfactory progress in designing and making simple objects and gain satisfactory knowledge and understanding of skills for several tasks. For example, during a lesson about Ancient Egypt, pupils in Year 3 tied bundles of reeds together to make a reed canoe; they applied sewing skills effectively to make an Egyptian symbol. The group observed showed good cooking skills in an associated task. In Year 4, pupils carry out simple research into sandwich filling preferences before designing their own. By Years 5 and 6, pupils know how to carry out independent research, producing effective sketches and plans. They show satisfactory progress in skill development to make jinks frames with a moving cam, although they have had little previous experience of sawing and finishing woods. Pupils have made satisfactory attempts at problem-solving in their constructions, such as working out how to drill a hole off-centre to produce a cam or making the joints square.

88.Pupils have good attitudes to their work in both key stages. They work well independently and co-operate appropriately in pairs and in groups. Most pupils sustain concentration for satisfactory amounts of time and try and complete their tasks well, with a good finish. Behaviour is invariably good.

89.Teaching is satisfactory overall in both key stages, although there are occasional unsatisfactory elements. Tasks are planned carefully and are effectively monitored by the co-ordinator, who is gaining a good understanding of her advisory role. Tasks provide suitable motivation for the pupils. However, planning is mostly about the activities to be carried out, and seldom identifies the skills and understanding to be developed and assessed. Teachers have a satisfactory understanding of the skills required for specific tasks, but do not always identify the stages of the skill development that pupils need to follow. The place of problem solving in the subject is at an early stage. There is a suitable selection of resources at both key stages, although pupils are not always given opportunities to make choices for themselves. Teachers work closely with their pupils, helping them to make evaluations of the work and suggestions for improvement. Assessment procedures are unsatisfactory. Some of the work done in food technology is of a good standard as a result of effective well-managed inputs from parent helpers.

Geography

90.Standards in geography are in line with those expected nationally at both key stages. Discussions with pupils, and scrutiny of their written work show that they are developing a good understanding of geographical skills. Their knowledge of the local area is good.

91.In Year 1, pupils develop a satisfactory understanding of the relation between the seasons and the movement of the earth around the sun. They confidently express their views on the influence this has on their lives. Pupils in a Year 2 class were successful in finding information on a globe about the relation of countries to the equator. They successfully deduced that certain products came from a certain country

because the product needed a great deal of sunlight and heat to grow. During discussion, they showed a good knowledge and understanding of how food is brought into this country by road, rail, sea and air. Pupils make satisfactory gains in their understanding of geographical enquiry as they gather data, for example from weather observations.

92. At both key stages, there is a strong emphasis on using the local environment to help with map work. Pupils in Key Stage 1 effectively follow simple directions, discuss their route and plot local buildings on a simple map. This work is developed well in Key Stage 2, resulting in Years 5 and 6 pupils confidently using four figure co-ordinates and, with the aid of maps of the locality, carrying out a study of the valley of the River Trent. Pupils develop a satisfactory understanding of environmental issues through projects related to waste disposal and industrial pollution.

93. Pupils make satisfactory progress at both key stages in learning about the world. They gain deeper understanding of the different environments, conditions and organisation of societies, beginning with their own homes at Key Stage 1. They increase their knowledge of the local area well and recognise the wide range of services necessary to maintain modern society. In Key Stage 2, they develop more refined mapping skills and gain a wider geographical vocabulary, which enables them to ask pertinent questions and talk confidently about their work. Pupils with special educational needs make good progress as a result of the good support they receive in lessons from their class teachers.

94. Pupils show good attitudes, working carefully on their tasks at both key stages. Their behaviour in lessons is good. They show good levels of enthusiasm for the subject, with a willingness to discuss and use appropriate geographical terms.

95. The quality of teaching is satisfactory at both key stages. Teachers' subject knowledge is satisfactory, and they use resources appropriately. In the most effective lessons, there are high expectations of pupils' work and behaviour, and a good pace is sustained throughout the session. Pupils' learning is effectively supported by links to other subjects, such as history, mathematics and science. A variety of visits also enhances pupils' knowledge and stimulates interest. Field trips to Hathersage, Boggle Hole, Lincoln and the Trent valley, which successfully link history and geography studies, are recognised by the school as being of great value to the pupils. Pupils' work clearly shows their understanding of the differences and similarities of the area to their own locality. Through a study of Sri Lanka, pupils successfully learn about the life-style of the inhabitants and the physical features of the country and its economy. As a result, they identify positive features in their own environment and within Sri Lanka, and recognise similar needs.

History

96. Standards in history at both key stages are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress.

97. At Key Stage 1, most pupils have a good understanding of the past. In Year 1, they talk confidently about the past and compare it with the present. In Year 2, pupils effectively use their own experiences to sequence events in chronological order. They construct a time line well and illustrate incidents in their own lives in chronological order. At the end of the key stage, pupils make simple comparisons between shops, homes and life-styles from the past with present times. They relate with graphic accuracy the story of the Great Fire of London as seen through the experience of Samuel Pepys. They satisfactorily recall significant events from the life and work of Florence Nightingale and Louis Braille. In Year 4, pupils use artefacts to observe detail and carefully record information. Throughout the key stage, pupils successfully recall events from previous topics, such as the Romans, Ancient Egyptians and lives of famous people.

98. Throughout both key stages, pupils' progress in developing a sense of the past and identifying difference

from the present, is satisfactory. They understand the impact that events, such as the Second World War, had on the lives of people they know. They learn the importance of the contribution made to society by famous people, such as Guy Fawkes and Gandhi. Key Stage 2 pupils talk confidently about the work they have covered in earlier history lessons, as well as in their current assignments. Pupils, particularly higher attaining pupils, are not given enough opportunities to carry out extended individual research into an aspect of history, and as a result, skills of historical enquiry are underdeveloped.

99.Pupils' attitude to history is good. They respond well when the work is demanding and clearly explained. The younger pupils enjoy discussing scenes from books and pictures. For example, the use of a large text in Year 1 to focus pupils' attention on differences between today and the past was very effective in stimulating their imagination and provoking interesting questions and observations.

100.The quality of teaching is satisfactory. Teachers have a satisfactory knowledge and understanding of the subject, use correct terminology and provide sound explanations and responses to questions. Pupils' work is thoroughly marked and a useful assessment activity is carried out at the end of each topic. Planning is effectively based on current national guidelines. However, with the advent of the new National Curriculum, it will be advisable for the school to develop its own curriculum guidance and a clear policy on the identification of aims and objectives for lessons.

Music

101.Standards at the end of Key Stage 1 are above, and at the end of Key Stage 2, are well above, those expected of pupils of their age. Pupils, including those with special educational needs, make good progress. The school has successfully maintained the high standards reported at the time of the previous inspection.

102.Pupils in Key Stage 1 have well developed listening skills. They confidently discuss the music they hear and identify what effect the sound makes. They use their voices confidently and clearly in a wide range of songs. They sing together well in unison, achieving good pitch and tempo. They learn the words of songs quickly and this helps them to make good progress in singing with appropriate dynamics and feeling. Pupils develop above average standards of performance from an early age as they respond to the many opportunities to compose and perform to an audience. For example, pupils in Reception and Year 1 composed body and percussion sounds, as well as actions, to the song 'Ten in a Bed' and enjoyed performing the results to each other. Pupils develop satisfactory skills of using non-standard notation. For example, a class of Year 2 pupils successfully used rhythm grids, based on the sounds of food names, to maintain a steady beat as they performed their compositions to the rest of the class.

103.At Key Stage 2, the good progress pupils make at Key Stage 1 is extended through a wide range of whole-school and class activities, and an extensive programme of instrumental tuition. During school assemblies, pupils listen attentively to music played on arrival and departure. Singing in assembly is of high standard. Pupils sing hymns with good phrasing, diction and sensitivity. Pupils in the school choir sing tunefully, confidently and with well controlled volume, in four parts. A high proportion of pupils play recorders, string, woodwind and brass instruments and many reach good levels of musicianship in their individual lessons. The regular involvement of these pupils, and the members of the school choir, in assemblies, concerts and performances in the local community makes a significant contribution to the standards attained.

104.At both key stages, pupils enjoy their music and respond enthusiastically in music lessons. They know a wide range of hymns and songs and participate wholeheartedly. Pupils' behaviour in lessons and assemblies is very good. As a result, they perform confidently, listen carefully to others and wait patiently for their turn and this makes a significant contribution to the standards attained.

105.The quality of teaching at both key stages is consistently good. Music skills are taught progressively to each class. All teachers provide thorough coverage of the National Curriculum Programmes of Study for

performing and composing and listening and appraising from Reception onwards. The subject co-ordinator makes a significant contribution to the quality of teaching by working with teachers at both key stages on a regular basis. Her commitment to the subject, and the valuable support she provides, helps teachers to be aware of how high standards can be obtained in lessons. The best teaching takes place when teachers' expectations of pupils' concentration and best efforts are high. Teachers draw pupils' attention at regular intervals to, for example, dynamics and tempo, in order to improve performance. Teachers use their own voices as an example and give frequent opportunities for pupils to discriminate sounds for themselves. Lessons move at a good pace and pupils are called upon to make frequent responses and practise to improve performance.

106. The subject is supported by a useful scheme of work, which provides helpful guidance for teachers on curriculum coverage and types of activities. There is also helpful advice on opportunities to use information and communication technology and resources. The curriculum is taught through a complex, but very well organised, timetable, which includes class lessons, combined lessons for pupils from different classes, individual instrumental tuition, and recorder and choir lessons. The importance given to the subject by the co-ordinator and the rest of the staff makes a significant contribution to the standards attained by pupils at both key stages. Resources are well organised and satisfactory in number and quality. Pupils regularly learn songs of a multi-cultural nature and there is a satisfactory range of instruments to support composition in this aspect. There is a good range of tapes and compact discs, covering a wide variety of music, and these are used effectively to develop pupils' listening skills. Individual music tuition of good quality is provided by peripatetic teachers from the local education authority.

Physical education

107. Standards at the end of both key stages are above those expected of pupils of their age. For example, virtually all pupils attain the National Curriculum requirement to swim twenty-five metres before they leave school, and a significant proportion of pupils attain this standard at Key Stage 1. Pupils, including those with special educational needs, make good progress. The school has successfully maintained the high standards reported at the time of the previous inspection.

108. In Key Stage 1, pupils know that practice improves the quality of what they do. In dance, they confidently move to a steady beat and recall and perform a sequence of movements well. Pupils are beginning to respond imaginatively to different tempos and moods of music. In the swimming pool, they make good gains in their confidence, skills and awareness of space. Most pupils confidently throw and catch a large ball over a short distance and are learning the importance of their roles as members of a team. For example, Year 2 pupils were observed playing a throwing, catching and running game in teams of three. The successful teams were those where the members soon realised the value of carrying out their part of the game without fuss and as quickly as possible.

109. In Key Stage 2, pupils have a very good understanding of health issues connected with physical activity. They know the purpose of warming up and the effect that exercise has on the body. Year 3 pupils show good levels of confidence and agility as they use large apparatus in the hall in a variety of imaginative ways. Higher attainers show considerable dexterity as they climb and descend ropes quickly and carry out complex movements on wall bars. Year 4 pupils practise and refine their ball skills conscientiously during games lessons. A significant majority of pupils are becoming aware of the importance of moving into a space to receive a pass in team games. Year 5 and 6 pupils show flair and imagination as they follow complex dance routines from the 1950s or devise and perform movements that represent modern telecommunications.

110. Pupils' attitudes are very good and they undertake activities with enthusiasm. They are well behaved and respond appropriately to instructions. Pupils' observations of safety rules are very good, particularly during swimming lessons. Pupils co-operate well in pairs and show good team spirit when playing a game involving several players.

111.The quality of teaching is good overall and there are instances of very good teaching at both key stages. In the best lessons, teachers effectively use a range of activities and resources, including taped radio broadcasts, to generate a good pace and ensure that pupils are continually extending their skills and exerting themselves. Teachers demonstrate skills themselves or use pupils to provide examples of good practice. High standards are set, and teachers use praise and encouragement well to motivate pupils to attempt to meet these. Pupils are sometimes encouraged to make observations of how they could improve their own or the performance of others, but this strategy is not used consistently by all teachers.

112.Pupils experience the full range of National Curriculum activities of games, gymnastics, dance, swimming and athletics over a year. A satisfactory range of adventurous activities, for example moor walking, is offered to Years 5 and 6 pupils during residential visits. Certificates recognising success in skills progression in swimming are presented at regular intervals. Pupils work hard to earn these and this helps them to make good progress.

113.The subject is supported by a helpful scheme of work, which provides good guidance for teachers on National Curriculum coverage and approaches to matching activities to pupils' needs. The scheme of work promotes the effective use of outdoor and adventurous activities in pupils' personal and social development. Assessment is satisfactory and is usually carried out by teacher observation during lessons. There are no agreed systems for recording progress. The co-ordinator supports her colleagues well by observing lessons, monitoring planning and giving advice where possible. A good range of sports clubs is provided, mainly for Key Stage 2 pupils. The school takes part in local school leagues, for example in netball and football, and is often successful in these. Physical education makes a significant contribution to pupils' spiritual, moral and social development. Its provision is enhanced by the good-sized adjacent sports field and the hard play areas, marked out with lines for various team games. The hall is adequate in size for physical education activities, but its use as a main thoroughfare means that lessons are regularly disrupted.

PART C: INSPECTION DATA

171. SUMMARY OF INSPECTION EVIDENCE

- The inspection was carried out by a team of 5 inspectors over 5 days.
- During the period of the inspection, 84 lessons or part lessons were observed, adding up to a total of approximately 77 hours.
 - Inspectors attended school assemblies and registration periods in all year groups.
 - Samples of pupils' work were examined for each class for the current and previous academic year.
 - A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
 - In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
 - Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
 - A parents' meeting held prior to the inspection was attended by 32 parents, at which they expressed their views about the work of the school.
 - The responses to the 100 questionnaires completed by parents were taken into account during the inspection.
 - The budget figures and the most recent audit report were examined.

DATA AND INDICATORS

172. 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	307	1	52	38

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	11.20
Number of pupils per qualified teacher	27.14:1

Education support staff (YR - Y6)

Total number of education support staff	1
Total aggregate hours worked each week	32.5

Financial data

	Financial year:	1998/99
		£
Total Income		506,640
Total Expenditure		472,069
Expenditure per pupil		1508.21
Balance brought forward from previous year		740
Balance carried forward to next year		35311

PARENTAL SURVEY

Number of questionnaires sent out: 500
 Number of questionnaires returned: 100

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	54	5	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	50	3	4	1
The school handles complaints from parents well	20	39	37	2	2
The school gives me a clear understanding of what is taught	29	58	11	1	1
The school keeps me well informed about my child(ren)'s progress	29	57	7	6	1
The school enables my child(ren) to achieve a good standard of work	44	49	7	0	0
The school encourages children to get involved in more than just their daily lessons	35	54	9	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	36	48	10	5	0
The school's values and attitudes have a positive effect on my child(ren)	47	43	8	1	0
The school achieves high standards of good behaviour	56	35	8	1	0
My child(ren) like(s) school	56	40	2	2	0

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