

INSPECTION REPORT

St Margaret Clitherow Catholic Primary School
Brixham

LEA area: Torbay

Unique Reference Number: 113459

Inspection Number: 187028

Headteacher: Ms K McMillan

Reporting inspector: Mrs J Hooper RgI
15334

Dates of inspection: 4th – 7th October 1999

Under OFSTED contract number: 707219

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Catholic – Infant and junior
Type of control:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr A Key
Date of previous inspection:	January 1996

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Mrs J Hooper RgI	English Art Geography History Under-fives	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development Leadership and management Staffing Learning resources
Mr E Langford Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation Equality of opportunity
Mr L Lewin	Mathematics Science Information technology Music Design and technology Physical education	The curriculum and assessment Financial efficiency Special educational needs

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MAIN FINDINGS

What the school does well

- Standards of speaking and listening at both key stages are above average.
- Overall, the quality of teaching is good and in a fifth of the lessons observed it was very good.
- The school provides a very effective learning environment so a very positive ethos permeates the school.
- Pupils have very good attitudes to their work, and enjoy very good relationships with each other and the staff.
- The very effective procedures for monitoring and promoting discipline results in pupils being very well behaved.
- Attendance is very good and pupils enjoy going to school.
- The school provides very well for the pupils' spiritual, moral, social and cultural development.
- The school has very good procedures for assessing pupils' attainment and progress and their personal development.
- Teachers participate in a wide range of professional development and carry out their roles as co-ordinators well.
- There is a very strong partnership between the school, parents and the local community.
- The school enjoys very good secure accommodation.

Where the school has weaknesses

- I. Although staff have received appropriate training there is no written policy or formal procedures in place for child protection.
- II. The school has not planned sufficiently for long-term developments.
- III. Long-term planning of the school's finances lacks clarity.
- IV. Governors are not sufficiently involved in constructing and monitoring the initiatives within the school development plan.

The weaknesses of the school are by far outweighed by its strengths and they will form the basis of the governors' action plan, which will be sent to all parents and guardians of children at the school

How the school has improved since the last inspection

- V. The quality of teaching has improved to an overall good standard.
- VI. The school has very good and secure accommodation.
- VII. Links with the parents and the community are now very strong.
- VIII. The school has very effective procedures for behaviour management.
- IX. Pupils' attendance is very good; the school has an attendance policy and publishes absence statistics.
- X. Pupils' behaviour and attitudes to their learning have improved.
- XI. Training has enhanced teachers' expertise in National Curriculum subjects.
- XII. Support staff are more effectively deployed.
- XIII. The school makes good provision for pupils with special educational needs enabling them to make good progress.
- XIV. The school provides very well for the pupils' spiritual, moral, social and cultural development.
- XV. The school has very good procedures for assessing pupils' attainment and progress.
- XVI. Teachers use a consistent approach to marking pupils' work.
- XVII. The school has improved considerably since the last inspection and is well placed to make further

improvements.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

These results show that, in English, mathematics and science, in 1998, pupils' results were below those nationally and well below those in schools where pupils have similar backgrounds.

The results of the 1999 national assessment tests show that by the end of Key Stage 1, in reading 86 per cent of pupils achieved the national expectation and 29 per cent achieved beyond this. In writing, 92 per cent achieved the levels expected for pupils of their age. In mathematics, 100 per cent of pupils achieved levels expected nationally and 14 per cent surpassed this. In science, teacher assessments show that by the end of Key Stage 1, 100 per cent of pupils achieved the national expectation or above. By the end of Key Stage 2, in English, 79 per cent of pupils achieved levels expected of 11 year olds nationally, and 17 per cent achieved beyond this. The results of the mathematics tests show that 88 per cent of pupils achieved national expectations, 50 per cent achieved beyond this. Ninety-two per cent of pupils achieved the expected levels in science, with 21 per cent achieving beyond this. Although national comparators are not yet available, the 1999 results show a great improvement at Key Stage 2.

It is important to note that the number of pupils in the cohorts who took these tests was relatively small so that comparisons of the results should be treated with caution.

From inspection evidence, in English, mathematics, science and information technology, by the end of both key stages, the current cohorts of pupils are likely to attain standards that at least match the levels expected for seven and 11 year olds. A significant minority of pupils, by the end of Key Stage 2, are likely to surpass standards expected nationally in mathematics and science. In all other subjects pupils are working at the standards expected for their age.

Even though the children had only been in school for a few weeks, the majority of the children under five are likely to reach the required standards in all areas of learning by the time they are five.

· **Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	Not applicable	Good	Good
Information technology	Not applicable	Good	Good
Other subjects	Good	Good	Good

Throughout the school the teaching observed was never less than satisfactory. Of this teaching, 75 per cent was good or better and 20 per cent was very good. At Key Stage 1, 86 per cent of the teaching was good or better and 29 per cent was very good. At Key Stage 2, 68 per cent was good or better and 23 per cent was very good. In 75 per cent of the lessons observed, the teaching of the children under five was good.

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	Pupils are very well-behaved and enjoy going to school.
Attendance	Very good, with a trend of continuous improvement.
Ethos*	Very good.
Leadership and management	Satisfactory. The headteacher provides effective leadership. However, although very supportive of the school, the governors are not sufficiently involved in constructing and monitoring the initiatives within the school development plan. Long-term planning of school developments and the associated financial implications is unclear.
Curriculum	This is broad and balanced and provides equality of opportunity for all pupils. Teachers' planning is thorough and very detailed.
Pupils with special educational needs	The school makes very effective provision for pupils with special educational needs enabling them to make good progress.
Spiritual, moral, social & cultural development	The school provides very well for the pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	Good, overall. Teachers are well qualified and suitably deployed, and have a generous allocation of classroom support. There are sufficient resources to support the curriculum. The accommodation is very good and used well.
Value for money	Satisfactory.

**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

XVIII. They feel they are kept well informed about school activities and their children's progress.

XIX. They value the three consultation meetings they have with the teachers.

XX. The openness and approachability of the staff.

XXI. The very good standards of behaviour the school promotes.

XXII. The home/school agreement and the homework policy.

XXIII. The opportunity to help in school and support the pupils in their learning.

XXIV. The proposed building of an extra classroom and the appointment of another teacher.

XXV. Their children like school.

What some parents are not happy about

XXVI. The large number of pupils in one of

Overall, inspectors' judgements support parents' positive views. With respect to the large number of pupils in one of the classes, the school intends to decrease the number of pupils in that class when the new classroom is built and another teacher is appointed. However, the present average class size of 26 pupils, is very favourable when compared with national averages.

· **KEY ISSUES FOR ACTION**

In order to further the current progress in the school's development, the staff and governors should now:

XXVII. Fully involve governors in constructing and monitoring the initiatives within the school development plan (Paragraph 61).

XXVIII. Plan in more detail for the long-term developments of the school clearly linked to financial implications (Paragraphs 62 and 77).

XXIX. Formalise written procedures for child protection (Paragraph 47).

· **INTRODUCTION**

· **Characteristics of the school**

1. St Margaret Clitherow Catholic School is situated on the southern outskirts of the holiday resort of Brixham on the south Devon coast. The school admits pupils between the ages of four and 11 and, currently, there are 104 pupils on roll, nine of whom are under five years old, in four classes. There are just over 20 per cent fewer pupils attending the school now than at the time of the last inspection when there were five classes.

· 2. The school draws pupils from a wide area and at present 47 per cent of the pupils are Roman Catholic. The school's admission policy is clearly stated in its handbook for parents. The socio-economic background of the pupils is varied and although, overall, pupils' attainment on entry is broadly average, pupils throughout the school represent a wide range of attainment. All pupils in the school are white and have English as their first language. At present 15 (14 per cent) of pupils are eligible to receive free school meals which is slightly below the average for primary schools. The school has identified 22 pupils (21 per cent) as having special educational needs which is above the national average. None of these has a Statement of Special Educational Need.

3. The school's aims and objectives are encompassed in the following: 'The Catholic faith is central to all aspects of school life. At St Margaret Clitherow we aim to provide a high standard of academic achievement in an environment which upholds firm moral and Catholic values. We want our children to feel happy, safe and secure. The atmosphere at school reflects this, with a relaxed and caring environment in which children can learn effectively.'

4. The school has identified the following targets for development and improvement in the current year:

· Introduction of the Numeracy Hour with a focus on an oral/ mental introduction.

XXX. Introduction of a government recommended planning pack for information and communication technology leading to computer literacy for all pupils.

XXXI. To explore literacy links with other subjects.

XXXII. Induction of fifth teacher and new classroom at Easter 2000.

• **Key Indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
For reporting year:

Year	Boys	Girls	Total
1997	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at N C Level 2 or Above	Boys	8	7	8
	Girls	7	7	7
	Total	15	14	15
Percentage at N C Level 2 or above	School	100	93	100
	National	80	80	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at N C Level 2 or Above	Boys	8	8	8
	Girls	7	7	7
	Total	15	15	15
Percentage at N C Level 2 or above	School	100	100	100
	National	80	84	85

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1997	9	6	15

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at N C Level 4 or Above	Boys	8	6	6
	Girls	6	5	5
	Total	14	11	11
Percentage at N C Level 4 or above	School	93	73	73
	National	63	62	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at N C Level 4 or Above	Boys	8	8	8
	Girls	6	6	6
	Total	14	14	14
Percentage at N C Level 4 or above	School	93	93	93
	National	63	64	69

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
For the latest reporting year:

Year	Boys	Girls	Total
1998	13	6	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at N C Level 2 or Above	Boys	13	11	13
	Girls	4	4	5
	Total	17	15	18
Percentage at NC Level 2 or above	School	89	79	95
	National	80	81	85

Teacher Assessments		English	Mathematics	Science
Number of pupils at N C Level 2 or Above	Boys	13	13	13
	Girls	5	5	6
	Total	18	18	19
Percentage at NC Level 2 or above	School	95	95	100
	National	81	85	86

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1998	10	15	25

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	7	7	7
	Girls	9	8	10
	Total	16	15	17
Percentage at NC Level 4 or above	School	64	60	68
	National	65	58	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	9	9
	Girls	11	11	12
	Total	20	20	21
Percentage at NC Level 4 or above	School	80	80	84
	National	65	65	71

- **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.6
	Absence	National comparative data	5.9
	Unauthorised	School	0.5
	Absence	National comparative data	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	20
	Satisfactory or better	100
	Less than satisfactory	0

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

5. Reception children enter the school either in September or January depending on their birthdays, so that at the time of the inspection only the older group of reception children were attending. Although pupils come to school with a wide range of experiences, the baseline assessments indicate that their attainment on entry is broadly average. Even though the children had only been in school for a few weeks, it is clear that the majority of these older four year olds are making sound progress and are likely to reach the Desirable Learning Outcomes in all areas of learning by the time they are five.

6. Trends in the results of the national assessment tests over the years 1996 to 1998 show that, in reading and mathematics, the results by the end of Key Stage 1 have been consistently above the national average, and additionally, in 1998, these results were above, in reading, and well above in mathematics when compared with those in schools where pupils have similar backgrounds. The end of Key Stage 1 national assessment tests in 1996, indicate that by the end of Key Stage 1 in writing, pupils attained standards above the national average. These results declined slightly over the next two years so that in 1998, although the results were broadly in line with the national average, they were below those in schools where pupils have similar backgrounds. Teachers' assessments for pupils in science, by the end of Key Stage 1 in 1998 indicated that all pupils were attaining the nationally expected level.

7. In 1996, pupils' results in English, mathematics and science by the end of Key Stage 2, were well above those nationally. Although the results in all of these subjects took a slight dip in 1997, they were still above the national average. However, in 1998, results were below those in schools nationally, and well below those schools where pupils have similar backgrounds.

8. It is important to note that the number of pupils in the cohorts who took these tests was relatively small so that comparisons of the results should be treated with caution.

9. The results of the 1999 national assessment tests show that by the end of Key Stage 1, in reading 86 per cent of pupils achieved the national expectation and 29 per cent achieved beyond this. In writing, 92 per cent achieved the levels expected for pupils of their age. In mathematics, 100 per cent of pupils achieved levels expected nationally and 14 per cent surpassed this. In science, teacher assessments show that by the end of Key Stage 1, 100 per cent of pupils achieved the national expectation or above. By the end of Key Stage 2, in English, 79 per cent of pupils achieved levels expected of 11 year olds nationally, and 17 per cent achieved beyond this. The results of the mathematics tests show that 88 per cent of pupils achieved national expectations, 50 per cent achieved beyond this. Ninety-two per cent of pupils achieved the expected levels in science, with 21 per cent achieving beyond this. Although national comparators are not yet available, the 1999 results show a great improvement at Key Stage 2.

10. From inspection evidence, pupils at both key stages are making satisfactory progress as they move through the school in all subjects of the National Curriculum. In English, mathematics, science and information technology, by the end of both key stages, the current cohorts of pupils are likely to attain standards that at least match the levels expected for seven and 11 year olds. A significant minority of pupils, by the end of Key Stage 2, are likely to surpass standards expected nationally in mathematics and science. In all other subjects pupils are working at the expected standards for their age. These findings are very similar to those of the last inspection although standards in design and technology have declined slightly.

11. By the end of both key stages, the speaking and listening skills of most pupils are above average. Almost all pupils listen attentively to their teachers and each other, and express their ideas and thoughts coherently and confidently. The attainment of most pupils in reading by the end of both key stages is broadly average. In Year 2, many pupils read simple texts reasonably accurately. Key Stage 2, pupils, through regular practice, build on these skills, and by the end of the key stage, the pupils read for their own interest and pleasure. They read aloud accurately and fluently often with good expression. Overall, pupils attain average

standards in writing by the end of both key stages. Work on display and in books show that pupils write for a wide range of purposes and audiences. Standards of spelling and grammar are satisfactory and throughout the school most pupils present their work neatly.

12. In mathematics, older Key Stage 1 pupils discuss their work often showing a good mathematical vocabulary, while some are beginning to articulate their mathematical thinking. The oldest pupils in the school show a good ability to use different mental strategies to solve mental calculations. Year 2 pupils use non-standard measuring units such as small construction apparatus bricks and learn to estimate in metres and centimetres. Year 4 and 5 pupils learn to measure lines accurately while the oldest pupils in the school know how to draw triangles and work out the perimeters of different shapes. Throughout the school data handling is interwoven into many areas of work and pupils are experienced in representing their work in the form of simple and more complex graphs.

13. In their scientific work, younger Key Stage 1 pupils investigate and observe carefully, whilst Year 2 pupils use simple equipment carefully such as electrical components and observe whether the investigations proceed as they expect. Younger Key Stage 2 pupils consider the need to construct tests fairly while older Key Stage 2 pupils have a firm understanding of the need for a rigorous approach in this area. By the end of Key Stage 1 pupils gain a good knowledge of creatures and their habitats and older Key Stage 2 pupils acquire a full knowledge of the organs of the body and where these organs are located. Throughout the school, pupils gain an appropriate understanding of materials and their properties.

14. In information technology, pupils are learning to use computer facilities throughout the school in increasing intensity and are generally making satisfactory progress with their acquisition of skills in this subject. Key Stage 1 pupils gain a full understanding that there are many different forms of information technology surrounding them and use an appropriate range of computer programs in support of their class-work. Older Key Stage 2 pupils enter data accurately into an appropriate program for this purpose and compare information technology methods with other ways of working. Pupils are also keenly aware of the possibility of enhancing the presentation of their work through using word processing programs and most use the computers to research for information on encyclopædia programs.

15. Through the good level of support they receive and the fact that work is carefully matched to their needs, pupils with special educational needs make good progress in relation to their prior attainment.

• **Attitudes, behaviour and personal development**

16. The pupils' attitudes, overall behaviour and the relationships they make with others are major strengths of the school. They contribute greatly to the purposeful and orderly atmosphere existing in the school. The vast majority of pupils enjoy coming to school and display a genuine interest and pleasure in their learning. They co-operate well with adults and with each other in the pursuit of good quality learning and personal development opportunities.

17. The children under five enjoy very good relationships with each other and the staff. They are friendly towards one another, listen with interest to what others have to say and share equipment fairly. Most enjoy their work, are keen to learn and concentrate well. Through constant reinforcement they are learning good habits, such as putting up their hands to answer questions or make comments.

18. Throughout the rest of the school, pupils show that they are well motivated and enthusiastic learners, demonstrate high levels of commitment to their work and sustain concentration during lessons. Most show a very good degree of confidence and self-discipline in undertaking their work and all were seen to collaborate well with others in group and paired activities.

19. The standard of the pupils' behaviour in and around the school is very good and serves to enhance the developing relationships between staff and pupils. This represents an improvement on the judgement made in the previous OFSTED report. The well structured system of behaviour rewards and sanctions is clearly

understood by pupils, applied in a consistent manner by staff and proving to be very effective in supporting the ongoing development of the pupils in the school. There have been no instances of pupil exclusion during recent years and no evidence of any bullying in the school.

20. Pupils are very friendly and considerate towards each other, staff and visitors and demonstrate by their actions that they know right from wrong. Many display a natural sensitivity and awareness to the needs of others and good examples were seen in the school of unsolicited help and support being offered to other pupils and adults alike. Pupils listen to the views of each other, take turns and willingly share and treat property carefully.

21. Overall the school provides good opportunities for the personal development of pupils, with the pupil based School Council being a very good example. Older Key Stage 2 pupils willingly undertake responsibilities in school, in particular the care and support of the younger Key Stage 1 pupils. Of worthy note is the system of school prefects and monitors which serves to both enhance quality learning opportunities in the school and promote the personal development of the Year 6 pupils.

22. The positive learning attitudes and very good behaviour patterns demonstrated by the pupils, reflect the high expectations of the teachers and contribute significantly to the pupils' social and academic progress.

- **Attendance**

23. Attendance at school is very good and demonstrates a trend of continuous improvement since the last OFSTED inspection. Pupils arrive at school punctually and there are few incidence of lateness. Lessons were seen to start promptly and finish on time.

24. Registration practice and the daily recording of pupil attendance are undertaken in accordance with statutory requirements. Very good monitoring systems exist to monitor and manage incidents of unexplained pupil absence.

-

QUALITY OF EDUCATION PROVIDED

- **Teaching**

25. Teachers are very hardworking and conscientious. Throughout the school the teaching observed was never less than satisfactory. Of this teaching, 75 per cent was good or better and 20 per cent was very good. This is an improvement since the last inspection as at that time some unsatisfactory teaching was observed. At Key Stage 1, 86 per cent of the teaching was good or better and 29 per cent was very good. At Key Stage 2, 68 per cent was good or better and 23 per cent was very good.

26. In 75 per cent of the lessons observed, the teaching of the children under five was good. The class teacher, ably supported by classroom assistants, creates a welcoming atmosphere in which the children feel secure and can develop their independence. Although there is a wide range of ages and levels of attainment in the class, the teacher meets the different needs of the children well. Staff value all the children's efforts and continually praise their work.

27. All teachers plan their lessons well and within this planning make sure that all ages and attainment levels are catered for appropriately. They have high expectations of behaviour and attainment. In the best lessons teachers motivate the pupils well so they make good progress. For example, in a history lesson the teacher through her own enthusiasm, good subject knowledge and the use of a wide range of resources fired the pupils' imaginations so they were totally involved in their learning.

28. Another significant feature of the good teaching is that teachers give clear and careful instructions and explanations. For example, in a science lesson the teacher made sure the pupils knew exactly what she wanted

them to learn, and by setting targets for them, the pupils were well focussed on what they were expected to achieve. Most teachers use praise effectively and encourage pupils by showing them that they value the contributions they make to the lessons.

29. Teachers plan well for the literacy and numeracy lessons and the quality of teaching in these lessons was mainly good so most pupils often made good progress.

30. Within their planning teachers often use good cross-curricular links, making the work meaningful. For instance, in connection with their studies of the Ancient Greeks in history, the teacher had planned an art lesson for the pupils in the same theme. Any weaknesses in the teaching observed arose from lack of pace so that pupils lost interest and concentration.

31. Teachers carefully plan for pupils with special educational needs and, where appropriate, work closely with the special educational needs co-ordinator to create thorough individual education plans to guide classroom activities. The special educational needs classroom support assistant in particular and all other classroom assistants work closely with the teachers so they are clear about their roles and provide valuable help and guidance for the pupils concerned. This is an improvement since the last inspection. Parent helpers also provide beneficial support in the classrooms.

The curriculum and assessment

32. Overall, as was found during the last inspection, the school makes satisfactory curricular provision.

33. The curriculum for children under five is sound. It is planned appropriately to the School Curriculum and Assessment Authority's 'Desirable Outcomes for Children's Learning' and dovetails effectively with the curriculum for Key Stage 1.

34. Throughout the rest of the school the curriculum is broad and balanced and provides equal access for all pupils. An appropriate range of commercially, nationally and locally produced schemes of work support teachers' planning and enables them to ensure that in most subjects, the right levels of work are taught in each year group. In some subjects where no overall schemes of work exist, clear guidelines have been produced concerning the skills that should be taught as pupils progress through the school. The school's action plan for design and technology rightly recognises the need to establish the same kind of guidance for this subject.

35. Teachers' planning is thorough and highly detailed and, in each subject, follows a consistently used format across the school. The National Curriculum attainment targets are fully covered and areas such as sex education, drugs awareness and personal, social and health education are carefully interwoven into the school's curriculum. The National Literacy Strategy has been well implemented across the school and the current implementation of the National Numeracy Strategy is proceeding in line with national recommendations. The school provides appropriate homework for pupils that complements the work they do in the classroom. In addition, the curriculum is enhanced through a good range of visits made and a well-organised programme of adventurous outdoor education. From photographic evidence seen, the school also invests a great deal of effort into producing dramatic productions each year and, as well as promoting pupils' dramatic skills, subjects such as art and design and technology are particularly well supported. Show rehearsals partly take place as an after school activity, and the school also provides other suitable extra-curricular activities such as football, netball and French at appropriate times during the year.

36. In recent times, the school has usefully linked individual governors to curriculum areas and these governors are beginning to monitor the teaching of the curriculum and report back their observations at subsequent meetings. However, this very useful initiative is still at an early stage of development.

37. In the last inspection report, some weaknesses were noted in the provision for pupils with special educational needs. These weaknesses have been carefully addressed so that the school's provision in this area is now good. Procedures and systems are well managed and backed up by thorough record-keeping systems.

These records enable the staff to carefully track the progress of the pupils concerned. Support staff are carefully briefed and well deployed and provide valuable assistance for special educational needs pupils. Individual education plans are comprehensive and provide full detail concerning specific areas of teaching for individual pupils. However, although what will be taught is made very clear, targets for pupils' learning over time are not so clearly delineated. The detailed policy generally provides full guidance for staff and relevant aspects of the policy are included in the school's prospectus and the Governors' Annual Report to parents. However, the policy does not completely make clear who is responsible for writing pupils' individual education plans.

38. The school has very good procedures for assessing pupils' attainment and progress and has significantly improved its provision in this area since the last inspection. Teachers use a wide range of suitable tests including baseline assessment for the youngest children and optional and statutory national tests throughout the rest of the school. All statutory requirements are adhered to in terms of carrying out and reporting end of key stage national tests. Clear records are maintained of these and other test results and this information enables the teachers to carefully track pupils' progress from year to year. In addition to files of work samples that teachers carefully assemble, the process of maintaining record of achievement folders containing samples of work selected by pupils very usefully involves pupils in assessing their own work. Test results are carefully analysed and the information is well used to help teachers plan the next stage of work for their pupils. The marking of pupils' work, which was criticised in the last inspection report, is now of a good standard and informed by an appropriate policy that is consistently applied throughout the school. Comments written on pupils' work often usefully guide them towards ways of improving.

Pupils' spiritual, moral, social and cultural development

39. The school promotes the pupils' spiritual, moral, social and cultural development very well, which is better than the judgements made in the last inspection report. The very good ethos, which permeates the school, is firmly based on the values of the Roman Catholic faith. Prayers are said at appropriate times in the day, such as before dinner.

40. Pupils' spiritual and moral awareness is developed through the daily act of collective worship and the curriculum in general. The daily acts of worship are appropriately planned on a thematic basis which ensures consistency and helps to avoid repetition. During these times pupils are frequently given the opportunity to reflect on different aspects of their lives, often through prayer. Most pupils are acquiring sensitive attitudes to each other and respect for the world around them. They are encouraged to share in each other's successes. Year 6 pupils, in their written work after the 'Wild Night Out', expressed their feelings such as watching the dawn appear, as 'magical' experiences. Moral issues are regularly addressed, and it is clear that pupils distinguish right from wrong. Staff provide good role models and the mutual respect that exists between pupils and staff encourages pupils to behave in the acceptable manner expected of them.

41. Social development is fostered very successfully. Despite the fairly large number of pupils, a family atmosphere exists throughout the school. Older pupils are protective of younger ones, which is much appreciated by parents. Pupils are encouraged to carry out responsibilities around the school, and most do so willingly. Older pupils undertake their duties as monitors and prefects conscientiously; for instance, helping to clear away chairs at the end of dinner times and organising activities for the younger pupils at playtimes. The recently formed school council, composed of elected pupils from each year group, the deputy headteacher and another teacher, gives pupils a real understanding of citizenship. Organised residential trips and 'overnighters' also give pupils a great insight into social awareness. During the inspection week pupils were bringing in harvest gifts which, after the Harvest Mass, they took to the senior citizens that live nearby.

42. The pupils' cultural awareness is developed well through much of the curriculum. For instance, older pupils are encouraged to become interested in the works of Shakespeare through study, theatre visits and their own dramatic productions. Also, in their history lessons pupils heard from visiting speakers how World War II affected people in Brixham. Other pupils studied the history of Plymouth. On a wider basis, pupils are given opportunities to think about and experience life in a wider multi-cultural society. For instance, pupils studied books with an African theme for World Book Day. In collective worship and religious education lessons pupils learn about and are taught to appreciate the faiths and beliefs of other religions. Pupils in Class 2 have established a link with a school in Bangladesh.

· **Support, guidance and pupils' welfare**

43. The overall provision for the support and guidance given to the pupils is good and an improvement on the judgements made in the last inspection. Teachers know their pupils well and all staff display a high level of care and concern for pupils. There is evidence of a strong rapport and respect between pupils and staff. Pupils feel safe and happy in school and show independence and confidence in raising any queries and concerns they may have with staff.

44. Very good procedures are in place for the ongoing assessment and recording of pupils' attainment and progress and these enable meaningful and up-to-date feedback reporting to parents. Opportunities are provided for parents to be involved in discussing and agreeing their children's targets at the beginning of the school year with a verbal review during the spring term. The school provides good support for pupils with special educational needs and effective procedures ensure appropriate individual education plans are in place to monitor and report pupils' achievements. Outside agencies are appropriately involved to provide further support as and when required.

45. The very good and firmly established behaviour management routines are clearly understood by pupils and staff and successfully used to encourage and promote good behaviour. The procedures are well embedded into the daily life of the school and help to promote the very good standards observed within the school. The school has a very good record of no bullying amongst pupils.

46. Effective registration procedures are in place and incorporate very good systems for the recording and follow up of all unexplained absence.

47. Staff are alert to the requirements for child protection and have received local education authority training. However the school has yet to formalise a school policy for child protection and agree procedures to guide and inform staff practice to be followed in the school. Sex education and stranger awareness raising, are taught in line with national guidance and staff respond in a discreet and positive manner to personal queries raised with them by pupils. Pupils with special educational needs are well supported and outside agencies are appropriately involved to provide further support as and when required.

48. The very good health and safety procedures in place embrace the whole life of the school and effective systems exist to manage and monitor health and safety within the school. Staff and pupils demonstrate very good health and safety practice during their time in school. Appropriate procedures are established to manage pupils' illness or injury occurring during school time. The school has appropriate risk assessment procedures in place to ensure any potential risks are identified and appropriate action taken.

49. The school provides a safe and secure environment for pupils and staff alike and all visitors are required to sign-in before being allowed entry.

· **Partnership with parents and the community**

50. The school's partnership links with parents and the local community are very good and show improvements since the last OFSTED inspection. Parents are very supportive of the school and believe their children receive a good standard of care and education.

51. Parents are welcomed into school and encouraged to become involved in their child's education and personal development. A substantial number of parents are regularly in school, listening to readers, supporting art, sewing and cookery classes and helping to escort pupils on out of school visits. Staff appreciate greatly the significant contribution of these voluntary parent helpers who provide high levels of quality input and support to the pupils' learning and development.

52. A great emphasis is placed on maintaining the very good quality and frequency of information

provided to parents. Informative weekly newsletters are produced covering a wide range of school and specific subjects and topics relevant to the pupils' work in school. The school prospectus is comprehensive and details all aspects of pupil life in the school and serves as a very informative and valuable reference document for parents. Very good use is made of the notice board for parents, which provides up-to-date information and prompts on forthcoming school events..

53. Parents value greatly the autumn and spring term meetings with teachers to discuss, agree and review targets for their children. They also appreciate the informative annual reports. The formal summer term joint consultation meetings to report on pupils' progress are well organised by staff and highly regarded by parents. Parents are very supportive of the home-school agreements to support pupils' learning and consider they are now more informed and able to help their children with their homework. Parents of pupils with special educational needs are kept well informed about all aspects of the children's progress and where appropriate, involved in the discussion about and review of pupils' individual education plans. Suitable information relating to special educational needs is relayed to parents generally through the media of the school prospectus and the Governors' Annual Report to parents.

54. Effective transition procedures are in place to ensure the smooth transfer of pupils to secondary education and pre-school meetings are well organised to aid the induction of new pupils and parents into the pattern of full-time primary education.

55. The school benefits significantly from the activities of the Parent and Friends Association, and readily acknowledges the valuable contributions made to the school arising from its organised fund-raising activities. Many parents, staff and members of the local community attend and support the various social and fund-raising events, all of which greatly benefit the pupils and provide valuable opportunities for informal exchanges between parents and staff.

56. The school makes very good use of visitors into school to complement, and add value to, the taught curriculum in the school. Good examples include artists in residence, puppeteers and drama groups, who provide valuable input to the pupils' learning in class, and the school nurse, community police officer, fire officer and safety representatives, who talk with pupils about personal health, hygiene and safety matters. Pupils gain additional benefit and value from their links with trainee teachers undertaking part of their training in school and their interaction with secondary school students in school on community experience placements.

57. The pupil's learning environment is further enriched by the many and well-planned visits out of school to places of historic, environmental and cultural interest.

58. The school has developed very good links with the local community, including neighbouring elderly residents, inviting them to school assemblies and productions. Pupils experience the value of giving and receiving through their donations to a number of charities and in distributing harvest gifts and visiting elderly people in local homes.

59. The success of the school's partnerships and links has helped to promote the school in the community, enhance the pupils' learning environment and raise a positive awareness to the abilities and achievements of the pupils.

- **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

- **Leadership and management**

60. The management of the school is satisfactory which is a similar judgement to that made at the last inspection.

61. The headteacher is an effective leader. She, the deputy headteacher and the staff work together as a

strong team to meet the school's wholly appropriate aims so that a very positive ethos pervades the school. Governors are very supportive of the school. Most visit on a regular basis and they also make observations of lessons in their role of responsibility for overseeing subjects. However, although their role is developing through training and close liaison with the headteacher and staff, as yet, they are still not sufficiently involved in the overall management and future developments of the school. Nevertheless, governors do meet their statutory obligations, which addresses a key issue from the last inspection.

62. The school development plan is well constructed with details of all necessary elements clearly stated. However, it only indicates short-term developments. As there are no fully developed long-term plans in place, there is no clear overview of the future educational direction for the school. This is an issue not addressed from the last inspection. Also, important issues, such as the proposed new building, which features frequently for discussion at meetings of the governing body, and the financing of resources for it, do not feature in development planning. In addition, as yet, governors do not monitor or evaluate the progress of developments on the school development plan on a regular basis. This is a further issue to be addressed from the last inspection.

63. The headteacher and other teachers in their roles of subject co-ordinators have made an effective start on monitoring and evaluating the curriculum and teaching and the impact it has on pupils' learning, and so are well on the way to addressing this issue raised at the last inspection.

64. Special educational needs is well managed throughout the school. The co-ordinator maintains thorough records and ensures that all parties concerned are kept appropriately informed. The governor currently assigned to maintain an overview of special educational needs liaises closely with the school's co-ordinator for this area.

65. The well-organised routines of the school are well known to pupils, staff and parents, and effective administrative support ensures that the school runs smoothly.

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Staffing, accommodation and learning resources

66. The number, qualifications and experience of teachers match the demands of the curriculum. The school has a generous allocation of well qualified support staff who are effectively deployed, which is an improvement since the last inspection. They work closely and efficiently with class teachers.
67. The focus of training in the recent past has, necessarily, been largely linked to national initiatives such as the National Literacy and Numeracy Strategies. In addition, since the last inspection, teachers have undertaken a wide range of training in order to enhance their expertise in the subjects of the National Curriculum, which has addressed satisfactorily an issue in the last inspection report. All teachers have subject co-ordinator roles and these are being developed effectively to support the delivery of the curriculum.
68. The school does not have a written induction policy for newly appointed or supply staff but a comprehensive handbook lays out clearly the routines of the school. To address the present lack of formal appraisal procedures of teaching staff, the headteacher has set up a system of professional development interviews with all members of staff. As a result of self-appraisals and these interviews, job descriptions of all staff are up-to-date, reflect individual responsibilities and individual training needs have been identified.
69. The teacher who is the special educational needs co-ordinator liaises closely with all other staff. The special educational needs support assistant is well deployed and provides valuable guidance for all of the pupils concerned. In addition, there is a good level of awareness amongst all other classroom assistants as to the needs of these pupils and they provide good support as appropriate and as directed by the teachers.
70. The school accommodation is very good. The recent addition of a new fourth classroom and the reuse of the previous classroom space as a central resource area for the school have significantly improved the accommodation since the last OFSTED inspection. Staff make very good use of the available school accommodation to provide a stimulating and secure learning environment for pupils.
71. The school fabric is in a very good state of repair and maintained to a high standard. The internal decoration of the school is aesthetically pleasing and very good use is made of carpets and bright colours in the teaching areas to give a warm and welcoming feel to the school. The accommodation is kept very clean. The school hall and four classrooms are of a good size and there is adequate provision for the storage of resources. Walls and flat surfaces are well decorated with examples of pupils' work, photographs of pupils' activities and a mixture of educational materials, all of which provide for attractive and informative displays to support pupils' learning.
72. There is good provision for outside play and recreation space. The external grounds provide for separate Key Stage 1 and Key Stage 2 playgrounds of ample size and contain a good number of chairs and tables for pupils to use. An adjacent grassed field is marked out with a football pitch and used for playtime activities by all pupils during good weather. There is no fixed play equipment in the school grounds or provision of a fenced-off play area for use by the children under five.
73. The school has the benefit of a spare portable classroom adjacent to the school which is mainly used by a pre-school group. Plans are well advanced for the building of a fifth classroom for the school in the year 2000.
74. Overall, there is an adequate range of learning resources. Resources for information technology are good. All classrooms have at least one computer and there is a small computer suite in the resource area. In addition, the school has a good range of resources for humanities, design and technology and physical education. Also, the school is fortunate in having its own kiln which is housed safely. In general, resources are of a good quality and used well. Day-to-day requirements are sensibly kept in classrooms, but other resources, for instance, artefacts for topics not currently being studied, are well labelled and stored very tidily in central areas. Most resources are easily accessible to the teachers and pupils. The classrooms and library are stocked with an appropriate range of books. The school also buys into the local education authority schools' loan

services, to supplement its own resources. Visitors to the school with a range of knowledge and expertise are encouraged. These, together with visits, serve to enhance the education of the pupils.

· **The efficiency of the school**

75. The last inspection report reflected a broadly satisfactory standard of efficiency for the school with some weaknesses. The current inspection of the school shows a similar picture.

76. Generally, the school plans carefully for the current year and ensures that costs are clearly shown within the school development plan for the educational initiatives included. A policy has been created that clearly delineates the delegation of financial responsibilities. Daily financial routines and administration are good and help the school to run smoothly and efficiently. The school makes good use of all available resources. Teaching staff are suitably deployed and the good level of support staff is used well and has a very positive effect upon assisting pupils and teachers in their work. This is particularly the case with support provided for pupils with special educational needs where money available is used wisely to fully enhance this area of the school's work. The school makes maximum use of its accommodation. An audit of the school's financial control systems carried out in June 1998 identified many minor faults which have since been appropriately addressed.

77. For the financial period of 1998 to 1999 the school established an above average financial surplus at the end of the year. This was a deliberate strategy, to rightly reserve funds for the potential establishment of a nursery class. The school was unable to realise this plan but has made full and suitable use of the extra funds to cope with a sudden drop in the number on roll in the current year. As a result, the surplus funding level for the 1999 to 2000 financial period is projected to fall to a much lower figure, although still slightly above the national average. The current school management plan does not provide clear detail as to school initiatives for development over the next few years and, consequently, financial planning for the future is very unclear. This difficulty is further exacerbated by the fact that issues relating to the development of a fifth classroom have not been included within the plan. The finance section of the Governors' Annual Report to parents does not contain enough detail to show how the school allocates its funds. The school benefits substantially from the fund-raising activities of the parents' association whose efforts have enabled the school to significantly improve its level of resources in areas such as information technology.

78. Considering the overall good quality of educational provision, particularly the good teaching evident and the fact that most pupils attain standards that are appropriate for their ages and occasionally better than expected nationally, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

79. Reception children enter the school either in September or January depending on their birthdays, so that at the time of the inspection only the older group of reception children were attending. Most children who join the reception class have experienced some pre-school provision, some at the play group which uses the empty classroom three mornings a week. Due to this and the effective induction programme the school operates, the children settle quickly and confidently into the mixed class of reception and Year 1 pupils. Although pupils come to school with a wide range of experiences, the baseline assessments indicate that their attainment on entry is broadly average. Even though the children had only been in school for a few weeks, the majority of these older four year olds are making sound progress and are likely to reach the Desirable Learning Outcomes in all areas of learning by the time they are five.

Personal and social development

80. In their personal and social development the children are making satisfactory progress. This is fostered effectively by the class teacher and the classroom assistants who enjoy very good relationships with the children and set a good model of consideration for others. The children are friendly towards one another, listen with interest to what others have to say, particularly in whole-class discussions, and share equipment fairly. The teaching in this area is usually good. The teacher makes the children's learning fun. As a result, they enjoy their work, are keen to learn and concentrate well. She constantly reinforces good habits, such as putting up their hands to answer questions or make comments. The staff interact calmly and constructively with the children who feel secure and develop confidence. However, they do not always give children the opportunity to take responsibility, for instance, in tidying up after activities. Good opportunities are made for the children's spiritual development. They participate fully in acts of collective worship and church festivals.

Language and literacy

81. The children make sound progress overall in language and literacy. Most listen attentively and can express their ideas well to make themselves understood. They answer confidently and ask questions. Role-play currently includes a Post Office with opportunities to dress up and act through their experiences. The teacher ensures that over time all children have an opportunity to speak in a large group and she uses questions effectively to encourage the children to respond. Good use is made of stories to foster an enjoyment of literature, for example, tales such as 'We're Going on a Bear Hunt' where children thoroughly enjoyed joining in with repeated phrases. The children enjoy looking at books, handle them carefully and understand how they are organised. Some are beginning to know the sounds of the letters and recognise some familiar words especially their own names. Appropriate opportunities are made for the development of writing. The children are encouraged to record using pictures, marks, or writing. Most children make good attempts at writing their names. The scrutiny of last year's work showed that by the age of five, some children were writing sentences using simple punctuation. Lessons are usually based on the literacy hour; they are well planned and the teaching is good.

Mathematics

82. In mathematics, the children make satisfactory progress overall and most develop a secure understanding of number up to ten through counting and matching objects. Most are beginning to recognise number symbols up to ten and order them correctly. Some are familiar with larger numbers from their everyday lives. Through practical activities such as putting in and taking out set numbers of cubes from a bucket, children show awareness of number operations such as addition and subtraction. They are beginning to use mathematical vocabulary correctly, such as 'more than' and 'less than'. Satisfactory provision is made for them to handle money in their play, for example, in the Post Office. Teaching is good. The teacher's explanations are very clear and the correct vocabulary is used. As a result, the children understand what they are taught and use the correct words themselves. The lessons are well planned. The opening oral class activity

gives the children a good opportunity to learn from one another's contributions and is well led by the teacher who effectively helps the pupils to feel confident about trying out their ideas. When they begin their individual activities most receive an appropriate level of support.

Knowledge and understanding of the world

83. Overall, in their knowledge and understanding of the world the children make sound progress. In one lesson observed the children were making good progress in gaining an understanding of past and present. They were able to suggest the use of a range of domestic items from the past and compare them with those used today. The teacher had collected an interesting range of original artefacts and the children were allowed to handle them. In another lesson children were sorting different kitchen tools and this contributed significantly to their understanding of materials and their ability to identify similarities and differences. Through practical experiences they learn that information technology can help in everyday situations such as using a bar code reader to scan a range of shopping items. In all of the lessons observed the teaching was good. Interesting activities were planned so that the children were interested and well motivated.

Physical development

84. In their physical development the children make satisfactory progress. In a gymnastics lesson the children were finding imaginative ways of moving round a hoop showing good co-ordination. They listened attentively and followed the teacher's instructions sensibly. Ample opportunity is made for the children to use a pencil and they are effectively guided. The outcome is that the majority are relatively proficient at handling these and brushes and modelling tools with good control. Teaching overall is good. Well-planned activities allow children to develop confidence in this area of development. However, insufficient use is made of the outdoor space to develop their skills and control on large equipment and apparatus and promote other areas of learning.

Creative development

85. In their creative development the children are making steady progress. They experiment with paint and sponges to print a wall for Humpty Dumpty, and use modelling materials effectively to make his image. If encouraged to look closely, they can draw a recognisable representation from observation, such as, the old fashioned kitchen artefacts they drew in connection with their history topic. Some pupils are starting to understand the work of established artists, for instance, looking at and creating pictures in the style of Lowry. Most children are beginning to differentiate between high, middle and low voice sounds, and pat out rhythms echoing the teacher's patterns accurately. They investigate the sounds of instruments and play them appropriately to illustrate a story line. Some opportunity is made for them to express their ideas and feelings through imaginative play, for instance, in the Post Office. Overall, the teaching is good. Children enjoy the well-planned activities.

86. The significant strengths of the good teaching which most effectively help the children to make progress are the quality of the relationships, a good understanding of what interests young children, clear instruction and effective questioning, and in the main, high expectations. Curriculum planning is sound and dovetails the under-fives curriculum effectively with the curriculum for Key Stage 1. In general, the curriculum is broad and balanced and planned appropriately to the School Curriculum and Assessment Authority's 'Desirable Outcomes for Children's Learning'. The procedures for assessment are very good and, for the most part, assessments, including baseline assessments, are used effectively to inform the planning. The teacher has good support from the classroom assistants and they make a significant contribution to the pupils' learning. The quantity, quality and range of resources are satisfactory. However, there is a lack of equipment for outdoor activities, such as, ride-on wheeled vehicles and climbing apparatus. The classroom is light and airy with its own amenities. However, there is no secure area for outside activities.

87. The links with the parents are good. Parents appreciate the induction procedures which help their children to make a comfortable start in school.

88. The pupils make a good start in the early years, particularly in developing good working habits and attitudes, and acquiring the basic skills of literacy and numeracy. There have been no significant changes since the last inspection.

· ENGLISH, MATHEMATICS AND SCIENCE

· English

89. By the end of Key Stage 1, in 1996, 1997 and 1998 the national assessment tests in reading, indicate that pupils attained standards consistently above the national average and in 1998 they were above those in schools where pupils have similar backgrounds. In writing, although above national standards in 1996, the results declined slightly over the next two years so that in 1998 they matched the national average but were below those in schools where pupils have similar backgrounds. In 1996 and 1997, pupils' results in English by the end of Key Stage 2, were well above those nationally. However, in 1998, the results were slightly below those nationally.

90. It is important to note that the number of pupils in the cohorts who took these tests was relatively small so that comparisons of the results should be treated with caution.

91. The results of the 1999 national assessment tests show that by the end of Key Stage 1, in reading 86 per cent of pupils achieved the national expectation and 29 per cent achieved beyond this. In writing, 92 per cent achieved the levels expected for pupils of their age. By the end of Key Stage 2, in English, 79 per cent of pupils achieved levels expected of 11 year olds nationally, and 17 per cent achieved beyond this. Although national comparators are not yet available, the 1999 results show a great improvement at Key Stage 2.

92. Evidence from the English lessons observed and the scrutiny of work of Year 1 and Year 5 (now Year 2 and Year 6 respectively) indicate that pupils are making satisfactory progress, and that most by the end of both key stages are likely to attain standards that at least match the levels expected of seven and 11 year olds nationally. These judgements are broadly in line with those of the last inspection team.

93. By the end of both key stages, the speaking and listening skills of most pupils are above average. Almost all pupils listen attentively to their teachers and each other, and express their ideas and thoughts coherently and confidently. For instance, in a class discussion, pupils in Year 2 and Year 3 formed a clear view of Henry VIII's personality and reasoned sensibly why he had six wives. Pupils also have opportunities to practise speaking to wider audiences. For example, during the inspection, Year 4 and Year 5 pupils led one of the acts of worship, with all pupils taking part in a very polished performance.

94. The attainment of most pupils in reading by the end of both key stages is broadly average. In Year 2, many pupils read simple texts reasonably accurately. They recognise an appropriate range of words by sight, and when faced with unfamiliar words they use suitable strategies to help them, such as, blending letter sounds and using clues from pictures and other text. Most understand what they are reading and higher attaining pupils are beginning to predict what will happen next in the story. Many recount simply, but accurately, other stories they have read or heard. Key Stage 2, pupils, through regular practice, build on these skills, and by the end of the key stage, the pupils read for their own interest and pleasure. They read aloud accurately and fluently often with good expression. Pupils follow the main themes of stories they read and are beginning to refer to the text to support their views about characters and the setting of stories. Most talk about their preferred authors and the books they have written. Throughout the school pupils become increasingly familiar with the layout of non-fiction books and by the end of Key Stage 2 pupils use index and contents pages with ease.

95. Overall, pupils attain average standards in writing by the end of both key stages. Within the literacy hour pupils develop their writing skills appropriately. Pupils in Year 1 were successfully rearranging words and punctuation to make sentences and finding words to describe a picture in the story they had read, whilst Year 2 pupils were selecting appropriate descriptive words to match a given noun. At Key Stage 2, the younger pupils were considering how the story they were sharing might be continued and were writing a new scene for it. Older pupils were reflecting on an extract from a story and writing accounts of it from the point of view of two of the characters. Pupils also use their writing skills to support other areas of the curriculum. For example, older Key Stage 2 pupils had produced some well-written descriptive work in their study of the Victorians. Work on display and in books shows that pupils write for a wide range of purposes and audiences.

Overall, standards of spelling and grammar are satisfactory. At both key stages pupils use dictionaries effectively to help with their spellings. Year 2 pupils are beginning to use capital letters and full stops to punctuate their sentences correctly. In their work, most of the Year 5 pupils were writing direct speech with correct punctuation. Throughout the school most pupils present their work neatly; in print at Key Stage 1, and by the end of Key Stage 2, most pupils are using a cursive style of writing.

96. In general, most pupils, throughout both key stages are making satisfactory progress in their knowledge and use of English, generally through the reinforcement and consolidation of previous learning. During literacy hours some pupils were seen to be making good progress due to the high expectations of the teachers and brisk pace to lessons. Overall, the pupils with special educational needs make good progress in relation to their prior attainment. They are well supported in lessons and work is matched to their particular needs. Throughout both key stages, most pupils are enthusiastic about their work and are keen to learn. Most pupils, even the very youngest, sustain concentration even when not directly supervised by an adult. The majority of pupils enjoy reading, and read for pleasure at home. Almost at all times pupils respond enthusiastically to their teachers, make constructive contributions to lessons and answer questions appropriately.

97. Overall, at both key stages the quality of teaching is good. In general, teachers plan their lessons in line with the requirements of the National Literacy Strategy. However, most teachers use the silent reading lesson, which is separate from the literacy hour, to take guided reading groups; this enables them to maximise their input into the groups, mainly concentrating on writing activities, because this is where they have assessed there is the greatest need for improvement. In the mixed age classes, teachers ensure the work is matched to the varying ages and attainment levels of pupils in their classes. In the introductions to lessons, teachers use skilful questioning techniques to revise and review work covered in previous lessons, and they value the contributions made by their pupils. Also, they give clear instructions and explanations for follow-up work. Throughout both key stages teachers monitor pupils' reading carefully, both through the guided reading sessions in the literacy hour and through pupils' independent reading. Pupils regularly take their reading books home to share with their parents.

98. The school has a clear and detailed policy statement for English which has been updated to be in line with the National Literacy Strategy. All teachers have adapted the National Literacy Strategy lessons appropriately to meet the needs of the mixed age classes. Currently the school is benefiting from the input of additional literacy support for the pupils in Year 3. The co-ordinator has undertaken some monitoring of the effects of the National Literacy Strategy on pupils' attainment through direct classroom observation. Resources, overall, are adequate and are continuing to be built up to meet the demands of the new curriculum. The school uses a range of commercial reading schemes, appropriately graded, to support pupils' reading. The classrooms and library have a satisfactory range of books.

Mathematics

99. The last inspection report indicated that pupils at Key Stage 1 attained levels beyond the national expectation while Key Stage 2 pupils attained levels in line with the national expectations. Standards, as reflected by the end of key stage national tests, have declined slightly at Key Stage 1 from well above average in 1996 to above average in 1998. At Key Stage 2, results showed well above average attainment in 1996 but declined to slightly below the national average in 1998. Results in 1999 show all of the pupils at the end of Key Stage 1 attained the nationally expected level while at the end of Key Stage 2, the majority attained the nationally expected level and half of the pupils exceeded this level.

100. The evidence of this inspection, including lessons observed and work scrutinised, shows that by the end of both key stages, most pupils attain standards that match the national expectation but, also, at both key stages, a significant minority of pupils do better than this. The oldest pupils in the school show a good ability to use different mental strategies to solve mental calculations. Standards of attainment judged during this inspection are broadly similar to those of the previous inspection.

101. Younger Key Stage 1 pupils use objects and pictures appropriately when talking about their work and many of their activities such as solving repeating number puzzles are naturally integrated into the work that

they do. Year 2 pupils discuss their work often showing a good mathematical vocabulary, while some are beginning to articulate their mathematical thinking as was seen in discussions concerning measuring. Younger Key Stage 2 pupils try different approaches and strategies for solving mental calculations and Year 6 pupils observed showed much confidence in this aspect of their work.

102. Younger Key Stage 1 pupils competently count, order, add and subtract numbers and learn to work with simple number bonds. Year 2 pupils show a basic understanding of the place value of digits as demonstrated by their ability to count in twos or tens starting from a range of different places on a number line. They also show an appropriate recall of addition and subtraction facts for their age. Many Year 4 and Year 5 pupils responded rapidly to questions about their times four multiplication table during a numeracy lesson. Many older Key Stage 2 pupils show a good ability to apply their knowledge of place value to solving problems such as adding two digit numbers to two digit numbers mentally, and confidently describe different methods of completing such calculations.

103. Younger pupils in the school know the names of three-dimensional shapes and understand basic ideas about capacity such as 'full' and 'half full'. Year 2 pupils use non-standard measuring units such as small construction apparatus bricks and learn to estimate in metres and centimetres. Year 4 and 5 pupils learn to measure lines accurately while the oldest pupils in the school know how to draw triangles and work out the perimeters of different shapes. Throughout the school data handling is interwoven into many areas of work and pupils are experienced in representing their work in the form of simple and more complex graphs. For example, Year 2 pupils draw frequency charts of animals in a picture while younger Key Stage 2 pupils draw simple birthday graphs. They also draw graphs showing the weights of babies and interpret the outcomes. Older pupils competently collect survey data and use it to construct graphs on the computer. They also show experience of drawing a wide range of different graphs in support of their work.

104. Work seen in pupils' books indicates that they make at least satisfactory progress across the school year through undertaking a wide range of mathematical activities. In the lessons observed, pupils often made good progress due to the challenging tasks with which they were presented. Throughout the school, pupils generally concentrate fully, enjoy the tasks and collaborate effectively with each other when required. They work with their best efforts and behave very well.

105. Overall, teaching at both key stages is good and occasionally very good at Key Stage 2. Teachers generally provide clear and succinct instructions and explanations that allow pupils to progress quickly through the tasks provided. For example, in a Year 6 lesson, the very clearly explained learning objectives along with excellent descriptions of optional strategies for calculating enabled pupils to rapidly broaden their own expertise and speed up their own ability to calculate mentally. Teachers usually provide work that is well matched to the different levels of attainment and in most lessons seen teachers prepared resources for learning carefully and often used them skilfully. The school has made a successful start with implementing the numeracy strategy and the teachers' approach towards emphasising oral and mental calculation work is clearly enabling pupils to sharpen their skills. Teachers plan thoroughly for their lessons. An appropriate range of good quality resources is available and well used. A suitable new draft mathematics policy has recently been introduced and now awaits approval by the governors.

Science

106. The previous inspection report found that standards attained by the pupils at both key stages were in line with the national expectations. Teachers' assessments for pupils at the end of Key Stage 1 in 1998 indicated that all pupils were attaining the nationally expected level. At Key Stage 2, trends reflected by end of key stage national tests since 1996 show a decline in standards from a well above average level in 1996 to slightly below the national average in 1998 with nearly two thirds of the pupils attaining a standard that matched the national expectation. In the most recent tests in 1999 the results improved, with most of the pupils attaining the nationally expected level. The evidence from lesson observations and a scrutiny of pupils' work during this inspection indicates that most pupils at the end of both key stages are on course to attain average standards by the end of each key stage, with a significant minority of seven and 11-year-olds likely to surpass this level. The standards in science are therefore broadly similar to those noted during the last inspection.

107. Younger Key Stage 1 pupils investigate and observe carefully, for example, describing how various powders mix with water as 'smooth', 'lumpy' and 'sugary'. Year 2 pupils carefully use simple equipment such as electrical components and observe whether the investigations proceed as they expect. Younger Key Stage 2 pupils consider the need to construct tests fairly while older Key Stage 2 pupils have a firm understanding of the need for a rigorous approach in this area. For example, in studying solutions, pupils used syringes to

measure water quantities to ensure the same amount was used in each test.

108. Year 1 pupils learn to identify simple features of animals and Year 2 pupils gain a good knowledge of creatures and their habitats. For example, they learn about the way in which snails live and feed. Younger Key Stage 2 pupils learn about food and food chains while older pupils acquire a full knowledge of the organs of the body and where these organs are located.

109. Younger Key Stage 1 pupils recognise basic properties of materials and know, for example, that different items float or sink. Year 2 pupils recognise similarities and differences, for example, in considering the different states of water as ice, liquid and steam. They know that light comes from a range of different sources. Younger Key Stage 2 pupils learn how certain materials are suited for different purposes. They know, for example, that woolly jumpers keep you warm. They make and investigate musical instruments, predicting which ones will make the loudest sounds. Older Key Stage 2 pupils gain an appropriate understanding of materials and understand, for example, that a solution is formed when all the particles have dissolved in a liquid. They have learned about the process of condensation and know that light is a form of energy.

110. Pupils' work over the last year shows that they have made sound progress and gained an appropriate range of knowledge in all of the science attainment targets. During many of the lessons observed, pupils made good and occasionally very good progress due to the challenging tasks that were set. Pupils enjoyed their work in all of the lessons seen. They concentrated very well in most cases and listened carefully to instructions, carrying out activities with care and enthusiasm.

111. The quality of teaching at both key stages is good overall and was excellent in one lesson seen with Year 5 and 6 pupils. Teachers plan their lessons in great detail and provide activities that match precisely with the needs of their pupils. Explanations are clear and teachers use questions skilfully to guide and pursue pupils' scientific understanding. In the excellent lesson seen the demanding yet realistic targets set for pupils along with the very well prepared and well used resources meant that the pupils made rapid gains in their knowledge and understanding of how to set up and complete a science investigation. In other lessons seen, the pace of work sometimes slowed due to items not being readily available for pupils and time being lost through the need for them to acquire the materials in question.

112. The school currently uses the local education authority's scheme of work that appropriately supports teachers' planning. An appropriate policy is in place, but as this is fairly old the school is rightly looking towards a policy review alongside a possible review of the scheme of work. The school has an adequate range of resources. These are of reasonable quality, easily accessible and well used.

· **OTHER SUBJECTS OR COURSES**

· **Information technology**

113. No judgements were made concerning standards in information technology in the last inspection report as insufficient evidence was available. Since that time, the school has kept pace with the rapid developments in this subject and the evidence from this inspection shows that standards at the end of both key stages are in line with the national expectations.

114. Younger Key Stage 1 pupils gain a full understanding that there are many different forms of information technology surrounding them. For example, they study a supermarket scanning device and realise that use of the device makes the work involved a lot easier for all concerned. Pupils are acquainted with using the computer for simple word processing tasks such as writing a shopping list. Year 2 pupils use an appropriate range of computer programs in support of their class-work. They know how to generate and communicate ideas in different forms. In a literacy lesson some were developing their editing skills by correcting mistakes in a poem using the computer. They use the computers to research for information on encyclopædia programs and also create art designs using the computers. Year 4 pupils know how to cut and paste text, move it around the screen and change font size and, in this way, show they can generate, organise and amend ideas using the computer. Older Key Stage 2 pupils are in the process of gaining an understanding of collecting, accessing and interrogating information and were observed accurately entering data into an appropriate program for this purpose. They have compared information technology methods with other ways of

working, for example through scanning their art work onto the computer and then subsequently editing this work on the computer. Pupils are also keenly aware of the possibility of enhancing the presentation of their work through using information technology as could be seen with word processed items that include imported clip art pictures. Pupils use the facilities to assist with research as and when required.

115. A collection of work samples from across the school plus other previous work scrutinised show that pupils are learning to use computer facilities throughout the school in increasing intensity and are generally making satisfactory progress with their acquisition of skills in this subject. All of the pupils spoken to and observed during the inspection showed enthusiasm for using the computer facilities and while working on the computers did so with maximum effort and concentration. Where pupils were observed working with a partner or in a small group, they collaborated with each other effectively.

116. The subject is generally well taught at both key stages and teachers generally make good use of the computers to support classroom activities. In the small number of cases where it was possible to observe direct teaching, clear instructions and explanations ensured that pupils knew what to do. The confident manner in which most pupils work is also indicative of the good teaching having taken place previously enabling pupils to work independently and often without the need of direct teacher supervision. A clear policy guides teachers' work and use of the nationally produced guidelines for this subject suitably supports teachers' planning and ensures that appropriate skills are taught in each year group. Little evidence was seen of pupils' work in the areas of using simulations and of older pupils using control and modelling, although these areas are generally well catered for within the planning for the year ahead. The school has upgraded its computer facilities to a good level and has a suitable action plan in place to make further developments in the near future. The facilities are of good quality, easily accessible and well used.

• **Art**

117. Three lessons were observed during the inspection, one at Key Stage 1 and two at Key Stage 2. This evidence, along with that gained from work in books and on display, clearly indicates that pupils throughout the school are making satisfactory progress as they move through the school producing work of a standard expected for their age, which is in line with the judgements of the last inspection.

118. Art is often successfully built into the current theme through good cross-curricular links. Pupils in reception and Year 1 studying materials in their science lessons, had made collages of houses using specific materials. Pupils in Year 2 and Year 3 were using a range of different skills to produce artwork in connection with their history topic on the Tudors. For instance, a group were using clay-modelling tools appropriately to etch pictures of Tudor figures onto clay tiles. A group of older pupils in Years 4 and 5 were developing their three-dimensional pottery skills effectively by making clay pots and masks in the style of the Ancient Greeks. Work on display showed pupils had cut Greek vases out of black paper and decorated them authentically in pastels.

119. Overall, at both key stages, pupils make satisfactory progress. In the lessons observed, the pupils enjoyed their artwork and sustained concentration, co-operating well with each other and sensibly sharing the readily available resources. Pupils were often pleased with their work and keen to show it to adults. In all the lessons, the teaching was good. Teachers give clear explanations and instructions and generally achieve an appropriate balance between teaching skills and techniques and giving the pupils the opportunity to experiment for themselves.

120. Although much of the artwork observed stemmed from topics, the teachers plan the work appropriately to ensure a broad and balanced coverage of both Attainment Targets of the National Curriculum and to ensure progressive acquisition of skills. The co-ordinator has produced guidelines to help teachers to plan work at an appropriate level for the age of pupils in their classes. Resources are adequate to meet the needs of the subject and the school is fortunate in having its own kiln which is housed safely.

• **Design and technology**

121. The last inspection report noted that all pupils attain at least the national expectation and the majority do better than this. In this inspection, based on the limited evidence available of pupils' previous work and one lesson observation at Key Stage 2, pupils generally make satisfactory progress in design and technology throughout the school and attain appropriate standards for their ages. Some examples of older Key Stage 2 pupils' previous work seen is of an above average standard. Overall, there is a slight decline in the standard of pupils' work since the last inspection.

122. Younger Key Stage 1 pupils generate suitable ideas as shown with the 'Material Street' houses constructed from a specific range of materials, and through this work they recognise the basic features of familiar objects that they use. Older Key Stage 1 pupils have made large attractive collage designs assembling and joining the materials in different ways and using a wide range of materials imaginatively. Year 4 and 5 pupils design and make Greek masks and construct a Greek temple, planning the order of their work to some extent and considering the tools and technique required. Older Key Stage 2 pupils' previous work in association with a production of 'A Midsummer Night's Dream' is of an above average standard. High quality designs were made of costumes for the show in well presented detailed and labelled coloured sketches. The work clearly incorporated the need to generate several ideas and take strong account of different preferences, and required an in-depth knowledge and understanding of the requirements of the situation.

123. In the one lesson observed, Year 4 and 5 pupils generally concentrated on the task at hand although some were not completely clear about the way in which they were supposed to complete the task and required much adult guidance. The lesson was generally well planned by the teacher with an interesting range of tasks and a good level of adults deployed. However, there was a tendency for the adults to do too much of the work for the pupils. The school does not have a scheme of work for this subject to support teachers' planning and ensure pupils acquire skills in a progressive fashion as they move through the school. This weakness is clearly identified by the school as an area of development within the action plan for this subject. An appropriately policy has been developed for design and technology and the school benefits from a good level of resources that are stored very neatly in the central resources area.

Geography and History

124. Geography and history are taught on a two-year rolling programme of topic themes. During the inspection the topics were history based and lessons were observed in each class. Evidence from these lessons and the scrutiny of work and displays indicates that pupils are making satisfactory progress as they move through the school and producing work of a standard expected for their ages. This judgement is similar to that at the last inspection.

125. The youngest pupils at Key Stage 1 are developing their sense of chronology by sequencing pictures of domestic irons in order of age, giving simple explanations for their decisions. Pupils in Years 2 and 3 are building up from various sources a picture of life in Tudor times. They know in outline about the life of Henry VIII and many have established what he must have been like as a person. Older Key Stage 2 pupils were demonstrating factual knowledge and understanding of the impact that World War II had by contrasting the effects it had on people living in different areas of Great Britain during that time.

126. A scrutiny of last year's work of geography topics shows that pupils have undertaken an appropriate range of work, progressively developing their geographical skills and vocabulary, and, through enquiry, establishing how different geographical factors affect the lives of people throughout the world.

127. Pupils generally make satisfactory progress and enjoy their history lessons. Most were keen to answer questions and make comments. Older pupils studying World War II were particularly enthusiastic. Overall, the teaching was good at both key stages and in two lessons observed it was very good. Teachers have a secure knowledge of the subject and their own enthusiasm for the subject often engenders the great interest shown by the pupils. In the best lessons, teachers use skilful questioning techniques to promote thinking and learning and they give clear explanations and instructions, keeping lessons moving at a brisk pace.

128. There are appropriate policies for both subjects. The humanities co-ordinator has developed a

progression of skills for each year group and her development plan shows that she intends to integrate these into the individual topics. Resources for geography are adequate and for history they are good. However, both are being appropriately built up to support individual topics. They are usefully supplemented by artefacts and books borrowed from the loan service of the local education authority.

Music

129. As with the last inspection, in the lessons and activities seen during this inspection pupils generally attain appropriate standards for their ages and make satisfactory progress although on occasions the progress made was good or very good.

130. Pupils throughout the school sing tunefully. Older pupils show the ability to sing simple two-part arrangements, projecting their voices confidently and clearly. Younger Key Stage 1 pupils sing a range of songs and accurately echo the lines sung and said by the teacher. They correctly pitch high, middle and low sounds with their voices when requested and maintain a pulse beat while singing/saying the words. Year 2 and 3 pupils show an above average ability to follow simple rhythm notation accurately. They perform well together and are beginning to appraise each other's performances. Year 4 and 5 pupils listen to Caribbean rhythms and, working with the teacher, write down the appropriate symbols to show the patterns. Through this work, they gain an appreciation of the music from different traditions. Older Key Stage 2 pupils listen to and identify different sound effects played to them and, in this way, gain an awareness of how to create musical mood and character. They play their own previously written sound effects compositions that very dramatically portray the sounds of the 'Blitz' during World War II. Through this work, they show their ability to achieve a planned effect by arranging the musical resources (sound effects) at their disposal.

131. During the lessons observed and the singing in assembly and hymn practice, pupils participated enthusiastically and held their concentration throughout the sessions. In particular, pupils often collaborated very effectively with each other and behaviour was nearly always of a high standard. Teaching was good overall at both key stages. Teachers generally show confidence with their approach to lessons and pass on their enthusiasm to the pupils. Good use is made of resources available and teachers plan tasks that match carefully with pupils' current attainment levels. Lessons are planned in detail based upon the commercial scheme of work that the school has adopted. A suitable policy is in place for this subject. Music throughout the school is enhanced by the range of musical expertise demonstrated by the staff, for example, as seen by the use of three staff members to provide musical accompaniment during a well run hymn practice.

Physical education

132. Two gymnastics lessons and a dance lesson at Key Stage 1, and one dance lesson and one swimming lesson at Key Stage 2, were observed during the inspection. However, this does not constitute a sufficient evidence base upon which to make an overall judgement of attainment and progress at either key stage. Also, it is not therefore possible to draw comparisons with standards reported in the previous inspection report. However, in the few lessons seen, many pupils performed at a level that surpassed the national expectations for their age groups.

133. Younger Key Stage 1 pupils perform gymnastic movements with a good awareness for the safety of others. They stretch, curl and move around confidently. They demonstrate good levels of control and co-ordination for their ages. Year 2 pupils practise and improve their performances as they explore different methods of travelling along benches. At times, they sustain their movements at a vigorous rate. Year 4 and 5 pupils show above average standards with swimming. Strokes are well developed for their ages and particular progress was noted in development of the backstroke during their lesson. Older Key Stage 2 pupils repeat sequences of movements to African music and increase the complexity of their movements as they practice. They collaborate very effectively in pairs making close imitation 'mirror images' of each other's movements. They develop good standard dance sequences to go with the music and show very good expressive movements.

134. Pupils made good progress in most of the lessons observed due to the challenging and interesting tasks with which they were provided. Pupils' responses during physical education sessions were of a very high

standard and in two of the lessons observed were judged excellent. Pupils enjoyed the work and most worked with maximum effort during the sessions. They collaborated very effectively, listened very carefully to their teachers and followed instructions accurately. The standard of behaviour was very good.

135. Teaching was good overall at both key stages. Lessons are well organised and run at a brisk pace enabling pupils to sustain a suitably vigorous exercise rate. Teachers select interesting activities that appropriately develop pupils' current levels of agility, co-ordination or creativity. Very clear and succinct directions and explanations enable teachers to maintain the lessons at a brisk pace. A minor weakness noted in one satisfactory lesson concerned the pace of work slowing due to the need for pupils to queue in large groups while waiting to perform a gymnastics movement. Teachers plan the lessons carefully and their planning is well supported through the use of the local education authority's scheme of work. A suitable policy has been recently formulated and the school benefits from having a good range of physical education resources that are of good quality, easily accessible and well used. In addition, the school has a spacious hall and good outdoor areas to support games work. Pupils at Key Stage 2 benefit from being involved in a well organised programme of outdoor adventurous activities that runs every two years. School teams usefully participate in football and netball fixtures and practices are also held for these sports activities after school.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

136. The inspection team of three inspectors, one of whom was a lay inspector, was in school for ten inspector days. During the inspection, parts of 44 lessons were seen. Inspectors heard pupils from each year group read, examined pupils' mathematical knowledge and understanding, and talked with them about their work. Samples of pupils' work from each year group were inspected. The policy documents, teachers' planning, pupils' records, reports, attendance registers, the school development plan and budget figures were examined. Discussions were held with the headteacher, members of staff, the Chair of Governors and other governors. Nineteen parents attended a meeting with the reporting inspector, and 35 parents returned a questionnaire expressing their views on the education provided by the school

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	104	0	22	15

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.6
Number of pupils per qualified teacher:	22.6

· **Education support staff (YR – Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	93.75
Average class size:	26

· **Financial data**

Financial year:	1998/1999
	£
Total Income	208,690
Total Expenditure	215,783
Expenditure per pupil	1,828.67
Balance brought forward from previous year	34,788
Balance carried forward to next year	27,695

PARENTAL SURVEY

Number of questionnaires sent out: 89
 Number of questionnaires returned: 35

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	43	51	0	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	36	6	0	3
The school handles complaints from parents well	21	52	21	3	3
The school gives me a clear understanding of what is taught	25	58	6	6	6
The school keeps me well informed about my child(ren)'s progress	35	51	8	5	0
The school enables my child(ren) to achieve a good standard of work	41	49	8	3	0
The school encourages children to get involved in more than just their daily lessons	32	51	5	11	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	49	8	8	5
The school's values and attitudes have a positive effect on my child(ren)	57	35	3	5	0
The school achieves high standards of good behaviour	49	46	3	3	0
My child(ren) like(s) school	54	35	8	3	0