

INSPECTION REPORT

Robert Sandilands Primary and Nursery School

Newbury, Berkshire

LEA area: West Berkshire

Unique reference number: 109861

Headteacher: Mr R Blofeld

Reporting inspector: Mr M J Mayhew
22197

Dates of inspection: 25th – 26th January 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Digby Road Speen Newbury Berkshire
Postcode:	RG14 1TS
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Leighton
Date of previous inspection:	January 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated to the west of Newbury and caters for boys and girls aged from four to eleven years of age. There is a nursery on site and a 10-place assessment resource class for pupils in Key Stage 1.

Number of pupils on roll:	201
Pupils with English as a second language	5 per cent
Pupils entitled to free school meals:	8.5 per cent
Pupils on the register of special educational needs:	46
Average class size:	25.3

When the pupils start school at the age of five the attainment of most is judged to be broadly in line with that found nationally.

HOW GOOD THE SCHOOL IS

Pupils make good progress overall during their time at the school and achieve well by the time they leave at the age of 11. Pupils make good progress in English, mathematics and science in Key Stage 2, but their progress in English in Key Stage 1 is too slow. Governors, staff and parents work well together to help pupils to develop in readiness for their next stage of education. The school gives sound value for money.

WHAT THE SCHOOL DOES WELL

- Attainment in mathematics and science at Key Stage 2 is consistently above the national average.
- Pupils' attitudes to learning, and their behaviour, personal development and relationships with each other and with staff, are all very good.
- The quality of teaching in Key Stage 2 is good and promotes well the pupils' progress in English, mathematics and science.
- The school promotes pupils' spiritual, moral, social and cultural development very well.
- The very good partnership with parents does much to enhance pupils' rate of learning.

WHAT COULD BE IMPROVED

- Achievement in English at Key Stage 1 is below national expectations.
- The way in which school development is planned and monitored.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a satisfactory level of improvement since the last inspection in January 1996, and has successfully dealt with most of the issues raised. By the time pupils leave the school at the age of 11, their standards in English, mathematics and science have risen over the last four years in line with national trends. However, standards achieved by seven year old pupils have not risen as expected, and are below national expectations in English. The quality of teaching and learning is better in Key Stage 2 than in Key Stage 1, as is the school's provision for the pupils' spiritual, moral and social development. All policies and plans are regularly reviewed, updated and implemented. The school now fully complies with statutory requirements to teach art and information and communication technology, to complete annual written reports to parents, and to provide a daily act of collective worship. Monitoring and evaluation of the curriculum is better and is now effective, but the monitoring of teaching has only recently begun. Assessment procedures are improved, and the results of assessments in English and mathematics are used regularly to identify pupils' progress, and to group pupils according to their individual levels of attainment. Some important building improvements have been made. For example, the recently completed computer room is soon to be fully equipped with computers for use by all pupils, and most staff have received appropriate training.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	A	C	C	<i>well above average</i> A
Mathematics	C	A	B	B	<i>above average</i> B
Science	C	A	A	A	<i>average</i> C
					<i>below average</i> D
					<i>well below average</i> E

By the time children are five they achieve the nationally recommended desirable learning outcomes in all areas of learning except personal and social development, where they exceed expectations. Pupils' attainment in English and mathematics at the end of Key Stage 1 is improving, but is below the national average in English. Too few of the more able pupils reach the higher than expected levels in both English and mathematics in Key Stage 1. By the age of eleven, pupils in Key Stage 2 make good progress and attain above the national average in mathematics and science. Inspectors confirm the standards shown in the table, except in English in Key Stage 2, where the work seen in the inspection was above national expectations in reading and writing. Taking all three-core subjects together, pupils score well when compared with pupils in similar schools nationally. Despite a slight dip in results at Key Stage 2 in 1999, standards for 11-year-olds show improvement over the last four years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and to their learning. This is particularly noticeable in Key Stage 2, where pupils enter fully into the spirit of lessons and are consistently keen to produce work of a high standard.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Pupils listen carefully to their teachers and to their classmates, and contribute sensibly to lessons.
Personal development and relationships	Very good; pupils competently take on responsibilities on a day-to-day basis. They show initiative, and develop a mature attitude to the world around them.
Attendance	Satisfactory; in line with the national average.

TEACHING AND LEARNING

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

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

Of the lessons seen during the inspection, 30 per cent were very good, 40 per cent were good, and 30 per cent were satisfactory. There was no unsatisfactory teaching. The quality of teaching and learning of the under fives is satisfactory overall, with some good features. Literacy and numeracy are taught well in Key Stage 2, and satisfactorily in Key Stage 1, although there are some good features in the teaching of numeracy at this key stage. The effect of the predominantly good teaching in Key Stage 2 increases pupils' rate of learning and raises levels of attainment to above average by the end of the key stage. At this key stage, teachers have consistently high expectations of pupils to produce work of high quality. Whilst there are some good features in the quality of teaching in Key Stage 1, there are not enough opportunities for pupils to write independently, nor is there a consistent approach to providing work which matches each pupil's prior level of attainment. Consequently, some pupils' rate of learning in this Key Stage is too slow, particularly for the more able pupils. Teaching of pupils in the Key Stage 1 assessment unit is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All statutory requirements are met. The curriculum is broad and generally balanced. There is very good provision for extra-curricular activities. Of particular note is the very good provision of musical activities in the school, which do much to enhance the school ethos.
Provision for pupils with special educational needs	Pupils with special educational needs in the main school receive good support in their lessons, and there is good provision for pupils in the Key Stage 1 assessment resource class which provides for up to ten pupils who have special learning difficulties.
Provision for pupils with English as an additional language	These pupils receive good support and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' spiritual, moral, social and cultural development. All pupils are successfully encouraged to become involved in the wide range of school activities, and benefit from the very evident family atmosphere. There is a spiritual dimension to school life, particularly through the enjoyment of music and art, and pupils are given good opportunities to become aware of cultural traditions.
How well the school cares for its pupils	Good arrangements are in place to deal with matters concerning child protection. There are satisfactory arrangements for pupils' welfare, health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher manages the school well on a day-to-day basis and gives good support to his staff. He is supported well by his senior management team. Some monitoring of teaching and learning takes place but this is at an early stage of development and does not sufficiently include opportunities for staff to share good practice.
How well the governors fulfil their responsibilities	The governing body supports well the work of the school and is fully involved in decision making. However, the governing body is not sufficiently clear about its role in monitoring the standards achieved, or planning strategically for future school development.
The school's evaluation of its performance in Key Stage 1.	Some evaluation of performance is undertaken, but there are few formal procedures to analyse the effectiveness of initiatives.
The strategic use of resources	The school makes satisfactory use of the resources available to it, and has succeeded in raising standards at the end of Key Stage 2 to levels which are above the national average.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Children's behaviour is good. • The school expects children to work hard. • There is a good programme of extra-curricular activities. • The quality of teaching is good, and nothing is too much trouble for the teachers. • The school is well led and managed. 	<ul style="list-style-type: none"> • All children should have the opportunity to enter the reception class. • The expectations for homework to be undertaken by pupils with special educational needs. • The mix of age groups in each class.

Inspectors agree with most of the positive statement made by parents. Inspectors judge that pupils' behaviour is very good, and that the quality of teaching is good in Key Stage 2. Inspectors agree that pupils whose birthdays fall in the summer term do not have the opportunity to benefit from reception class learning. Homework is generally given in accordance with the agreed school homework policy. There is some inconsistency between the time that pupils should spend on homework, as published to parents, and the expectations of teachers. Inspectors find that mixed age groups in some Key Stage 2 classes work successfully, but the wide spread of age and attainment in some Key Stage 1 classes makes it difficult for teachers to match work well to the needs of all pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in mathematics and science at Key Stage 2 is consistently above the national average.

1. When the school was last inspected in 1996, 11 year old pupils were judged to achieve levels in mathematics and science which were in line with national expectations. Since that time, standards have risen in these two subjects at a rate which matches the national trend of improvement. In mathematics, standards are above the national average both in comparison with all schools nationally and with schools with pupils from similar backgrounds. Standards are consistently well above the national average in science. They are also very high when compared to those of schools with pupils from similar backgrounds.

2. Mathematics is taught well in Key Stage 2, and teachers have a firm grasp of the National Numeracy Strategy. Pupils enjoy mathematics and take an active part in the lively lessons. They revel in the ‘quick fire’ mental arithmetic sessions, for which some teachers devise fun activities, such as ‘head-to-head’ recital of multiplication tables. Pupils at the end of the key stage are adept at number operations and understand a wide range of mathematical concepts. For example, they competently add, subtract and multiply large numbers, can convert decimals into fractions, and deal successfully with difficult questions about probability. Some can work out complicated timetables using both analogue and digital clocks, and they understand the relationship between the perimeter and area of shapes, including triangles. As in all the core subjects, most pupils organise the presentation of their work well, and they carry out their teachers’ instructions to correct mistakes. Often the marking of pupils’ work focuses on what pupils need to do to improve. Higher attaining pupils throughout the key stage are appropriately challenged and do some impressive calculations.

3. In Key Stage 2, pupils are grouped for mathematics lessons according to their assessed levels of attainment. This makes it easier for teachers to provide appropriate work for individual pupils and is a strategy that supports pupils’ good rate of learning.

4. Most pupils at the end of Key Stage 2 have a good understanding of a wide range of scientific facts. Science is taught both in discrete science lessons and as part of whole class topics. This procedure is effective because pupils come to relate science to everyday concepts. For example, they know that care of the environment is essential to maintain life-supporting food chains. Pupils at this key stage can explain the purposes and function of a skeleton, how the blood circulates around the body, and what we need to do to maintain a healthy body. Good opportunities given in Key Stage 2 for pupils to write independently and at length about science effectively develops their literacy skills. Their knowledge of physical processes, such as electrical circuits and the way light and sound are transmitted and received, is generally less secure. Pupils do undertake scientific investigations and experiments, but this aspect of their work receives less attention than other aspects of the subject. They record their work attractively on separate sheets of paper or within a ‘topic’ folder. This approach is different from the way in which English and mathematics work is collected in books, and makes it difficult for pupils to refer to previous work.

5. The high expectations for pupils to produce work of good quality, and pupils' very good attitudes and behaviour. contribute well to their success in mathematics and science, and the good quality English work.

Pupils' attitudes to learning, and their behaviour, personal development and relationships with each other and with staff are all very good.

6. Pupils enjoy the work they are asked to do, and take part in lessons with an increasing level of maturity as they become older. Most pupils are willing to answer their teachers' questions, and usually make sensible responses. Children in the nursery sensibly put on their own aprons and get out equipment to play with. Those in the reception class listened carefully to their teacher and then settled to their work quickly and quietly. Pupils in Years 1 and 2 shared mathematics equipment in small groups and worked together to add correctly a range of 2-digit numbers. Pupils in this age range relate very well to other adults such as parents, and enter into helpful discussion with them about the work the teacher has asked the pupils to do. In Years 3 and 4, pupils concentrated for a long time when they developed their skills to write rhyming couplets. They tried hard to present their writing well. Pupils in Years 5 and 6 were totally absorbed in their work about angles. They were confident to make suggestions without being asked. Of particular note was the way that pupils listened to one another and valued each other's comments.

7. Pupils' behaviour is very good, both in lessons and around the school. In some lessons in Key Stage 1 pupils occasionally become distracted from their work because it is either too easy or too hard. However, all pupils take a pride in their school and in what it has to offer, and contribute well to all school activities. Older pupils are strongly encouraged to give good examples to younger ones, and this is often seen to be happening. For example, in a whole school singing practice, older pupils sang with great enthusiasm, volume and skill. The younger pupils followed their example with equal enthusiasm. From an early age pupils are encouraged to be polite, and this quality is evident in the way in which they welcome visitors and relate to other adults and to each other. In a busy reception class lesson, one girl naturally said, 'Please may I have the glue?' to a boy in her group.

8. Older pupils thoroughly enjoy writing in their 'red' books, which contain a wide range of examples of pupils' English work. They want to try hard, and are proud of their knowledge about 'A Midsummer Night's Dream' and of the work they are doing on 'The Lion, the Witch and the Wardrobe'.

The quality of teaching in Key Stage 2 is good and promotes well pupils' progress in English, mathematics and science

9. The teaching of literacy and numeracy in Key Stage 2 is good. It is effective in raising pupils' levels of attainment from below average levels in English at Key Stage 1 to a level at Key Stage 2 which meets national expectations.

10. All teachers in the school introduce lessons skilfully. They explain clearly what pupils are going to learn, and then use a good range of strategies to interest and excite them. For example, in a Year 5 and 6 science lesson about food chains the teacher quickly established pupils' levels of understanding by posing challenging questions and encouraging discussion. Pupils responded well because the teacher valued their contributions and used pupils' knowledge as a basis to take the lesson forward.

11. Teachers make good use of available support staff and other adults to work with groups of pupils and individuals, and relationships between adults and pupils are always of the highest order. However, it is in Key Stage 2 that teachers' expectations of pupils to produce quality finished work are more consistently high. This was evident from samples of pupils' finished work, from work that pupils were doing in lessons, and from teachers' oral comments to pupils.

12. Most lesson planning across the school lacks detail, but the way in which teachers plan together for lessons in Key Stage 2 helps to ensure that most work appropriately challenges pupils of differing levels of attainment. This is not always so in Key Stage 1.

13. Lessons in Key Stage 2 give good opportunities for pupils to practise their skills across the curriculum. For example, in a lesson about famous people pupils increased their knowledge of history through careful research. At the same time they practised and improved their literacy skills when they wrote biographies. Similarly, in the science lesson about food chains, pupils improved their skills with computers, using a program on the Internet as a basis for their work.

14. Teaching in Key Stage 2 is often characterised by teachers' enthusiasm for the subjects, a lively approach, and an ability to focus on those pupils who need more help.

15. Teachers make good use of available time, including using the end of lessons to help pupils to evaluate their learning. Often, this time is used to good effect by giving pupils homework designed to extend their learning from the lesson, as in a Key Stage 2 mathematics lesson on measuring acute, obtuse and reflex angles.

The school promotes pupils' spiritual, moral, social and cultural development very well

16. The school's provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection. Singing in assemblies is a spiritual experience in itself, but teachers take such opportunities to explore with pupils the meaning, significance and part that God can play in our lives. On one such occasion, pupils considered the meaning of 'the servant king' when practising a hymn of the same title. Religious education, both in lessons and in assemblies, helps pupils to think about a spiritual dimension of life. The contribution of all pupils to school life is valued, and staff ensure that work is celebrated through careful and thoughtful display, particularly in the good range of artwork in the styles of various artists, such as Picasso and Mondrian.

17. Whole school and class-led assemblies promote well aspects of good relationships and moral issues, such as taking responsibility for actions. Pupils are taught the difference between right and wrong, and expectations of good behaviour are made clear to them. From an early age, pupils are taught to respect the rights of themselves and others, and to understand other people's points of view. They willingly undertake projects to assist others less fortunate than themselves. For example, carol singing raises money to support the 'Save the Children Fund' and pupils themselves are encouraged to organise 'bring and buy' sales.

18. There are many opportunities to promote pupils' social development. Most lesson organisation encourages social interaction between pupils. Discussions in lessons are notable for the way in which each pupil is encouraged to take part, but also to listen to the comments of others. All staff and other adults working in the school set very good examples of conduct towards each other, and pupils learn the attributes of politeness and understanding from them. Many pupils take advantage of the wide range of extra-curricular activities available to them, and they take a pride in the achievements of others, for example in music and sports. Visits to places of interest, such as Highclere Castle, are effective social occasions, and an annual residential visit for older pupils to Derbyshire is a good opportunity for pupils to develop their social skills in an unfamiliar environment.

19. When they are in the nursery, children already begin to learn about people from cultures other than their own. They greet their teacher with 'bonjour' and play in a 'French café'. Pupils in Year 6 are taught the basics of the French language. Pupils from a range of European cultures are welcomed and fully integrated into the school. Good use is made of some parents to talk about life in their country of birth, and others talk about different religions and demonstrate festivals and customs. For example, one parent prepared a Jewish meal. In religious education, pupils explore Sikhism and Hinduism, and this work is extended when pupils study India in geography lessons and Mendhi patterns in their artwork. There is a good range of books and other resources to support pupils' learning about our multicultural society.

The very good partnership with parents does much to enhance pupils' rate of learning

20. The positive partnership between parents and school is very apparent. From comments made at the meeting for parents and in the returned completed questionnaires, most parents feel that they are now more involved in the life of the school, and that they are happy to approach the school with any problems or questions. Parents are welcomed into the school building at all times of the day, and take every opportunity to talk to teachers about pupils' work and any difficulties that their children might be having. Teachers value these opportunities to communicate with parents, and difficulties discussed can often be resolved quickly. Through regular newsletters, the school keeps parents well informed of school activities. Parents of children in the nursery feel very well informed about the activities their children are engaged in. Many parents often attend whole school assemblies which display the results of work that pupils have done in their classrooms. For example, 50 parents came to a whole school assembly which focused on work that pupils in a Key Stage 1 class had been doing about different parts of the human body.

21. Parents are directly involved in pupils' learning in a number of ways. They are encouraged to help in the school, and a significant number take advantage of the opportunity to do so. For example, one parent cooks with children in the nursery, and some parents listen to pupils read in other classes. With the guidance of teachers, parents work with small groups of pupils and individuals, for example in Key Stage 1 mathematics lessons.

22. Appropriate importance is given to homework as a way of extending pupils' learning and involving parents. The school homework policy is known fully to parents. It makes clear that homework is set regularly, and that parents should wherever possible give support and encouragement to their children to undertake the tasks set. Most parents are satisfied with homework arrangements, understand the purpose of the work set, and value the opportunity to work alongside their children. Just occasionally there is some confusion caused by teachers about how much time pupils should spend on doing their homework, despite the guidelines set out in the homework policy

WHAT COULD BE IMPROVED

Achievement in English at Key Stage 1 is below national expectations

23. The results of national curriculum tests taken by seven year olds at the end of Key Stage 1 show that attainment in English, particularly writing, is not as good as it could be, and that pupils do not make sufficient progress in the key stage. There is some improvement, since more pupils now reach the expected Level 2 and above in reading and writing. However, not enough pupils reach the higher than expected levels.

24. There are a number of reasons for the below average standards reached. Firstly, the work that pupils are given is not always appropriate to their levels of attainment. For example, pupils at the beginning of the key stage do not practise basic writing skills enough. Secondly, insufficient emphasis is placed on pupils applying the skills that they have learned, such as when Year 2 pupils failed to apply basic spelling and punctuation rules when writing about the feelings of a caged lion. Thirdly, although pupils are appropriately arranged in single age groups for literacy lessons, for most of their time in school pupils in Key Stage 1 are in classes composed of two age groups, which include a very wide range of abilities.

25. Indeed, some pupils transfer directly from the nursery to a mixed-age class comprising Year 1 and Year 2 pupils. This means that these pupils miss the more basic but essential writing practice normally undertaken in the reception class. Fourthly, expectations are not high enough for pupils to produce good quality work which they have done thoughtfully themselves. For example, a scrutiny of pupils' finished work shows that too much emphasis is placed on giving pupils worksheets to complete.

26. Although good use is made of support staff and volunteers to help teachers, difficulties arise when the work planned for pupils is either too hard or too easy. At these times, the work that higher attaining pupils need is diluted, and they are not sufficiently challenged to improve their rate of learning. In one Year 2 lesson, the teacher asked all the pupils to do a similar piece of writing. So many difficulties were encountered by the lower attaining pupils that the teacher was unable to give sufficient attention to the higher attaining pupils. Most pupils had the skills to use a dictionary to help them with spelling, but no dictionaries were available. Handwriting suffered, and pupils had no opportunity to redraft their work.

The way in which school development is planned and monitored

27. The school development plan is a useful document which identifies some priorities for development as perceived by the management of the school. For example, the plan acknowledges the need for and specifies the processes by which the partnership between parents and school is to be further developed. However, the school development plan is not a strategic document. It covers only a one-year period, does not include all the initiatives necessary to take the school forward, and does not define in detail what needs to be done to raise standards, for example in staff training arrangements. It is known that standards in English at Key Stage 1 have remained at too low a level for some years, but this aspect receives little attention in the development plan. This is an important omission.

28. The governors are very supportive of the school and of the work of the staff. They have a good oversight of the premises and the school's finances, take appropriate decisions to effect changes to the building, and plan the best use of financial resources. Many governors visit the school regularly, and appropriately use these visits to learn at first hand about how the school works on a day-to-day basis. Indeed, some governors work directly with teachers and pupils, for example to help pupils to develop their reading skills. The governing body is well informed about standards the pupils achieve when they leave the school, but although governors make some difficult staffing decisions, insufficient steps are taken to raise standards at Key Stage 1. There is no corporate view of the possible reasons for the lower than average attainment. Test results are not analysed sufficiently to identify where improvements need to be made, or what strategies should be used to raise standards.

29. Because pupils' rate of progress through the school is different in the two key stages, there is an obvious need to monitor closely teaching and learning, and to share among the staff aspects of good practice. The need to establish clear strategies and responsibilities for monitoring the curriculum and standards achieved was identified at the last inspection. Some effective monitoring and review of the curriculum has taken place, for example in information and communication technology. Planning for this aspect of curriculum development is good and is effective. However, monitoring of teaching and learning is undertaken only by the headteacher, and the process began only at the beginning of the

current academic year. Monitoring thus far has appropriately focused on literacy and numeracy lessons, and teachers are given some feedback. Other members of the senior management team, which includes both key stage co-ordinators, do not have monitoring opportunities. Consequently, they are unable to make valid judgements from first hand experience about what needs to be done to improve standards.

30. While the school is conscious of its many strengths and the generally high standards achieved by most pupils when they leave the school, planning is not yet sufficiently detailed or co-ordinated to effect further improvements in standards, particularly at Key Stage 1.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to improve the quality of education and to raise standards, the governors, headteacher and staff should now:

- **Raise standards at Key Stage 1, particularly in English, by:**
 - * ensuring that all pupils in the key stage are consistently given work which is carefully matched to their individual levels of attainment;
 - * insisting that all pupils produce finished work that is the of the highest quality;
 - * raise the quality of teaching, particularly for higher attaining pupils, by planning lessons which offer more challenge;
 - * review class grouping arrangements.

- **Improve the quality of school development planning and its effectiveness by:**
 - * carefully selecting priorities for development, and the means of achieving them, which are firmly rooted in raising pupils' standards of achievement;
 - * ensuring that school planning itemises regular monitoring of teaching and learning and the sharing of good classroom practice between the staff;
 - * more actively evaluating the school's performance and the effectiveness of development initiatives.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	40	30	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	177
Number of full-time pupils eligible for free school meals	0	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.48
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	11	14	14
	Girls	12	15	16
	Total	23	29	30
Percentage of pupils at NC Level 2 or above	School	74 (55)	94 (69)	97 (76)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	14	14
	Girls	16	16	16
	Total	29	30	30
Percentage of pupils at NC Level 2 or above	School	94 (69)	97 (76)	97 (86)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	9	13
	Girls	16	15	16
	Total	23	24	29
Percentage of pupils at NC Level 4 or above	School	74 (85)	77 (88)	94 (92)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	7	7
	Girls	12	12	14
	Total	18	19	21
Percentage of pupils at NC Level 4 or above	School	58 (77)	61 (85)	68 (85)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	137

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	435132.00
Total expenditure	433573.00
Expenditure per pupil	,800.00
Balance brought forward from previous year	29150.00
Balance carried forward to next year	30709.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	1	0	0
My child is making good progress in school.	57	40	3	0	0
Behaviour in the school is good.	59	36	3	0	1
My child gets the right amount of work to do at home.	28	51	14	0	7
The teaching is good.	72	27	1	0	0
I am kept well informed about how my child is getting on.	46	43	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	22	5	0	0
The school expects my child to work hard and achieve his or her best.	59	38	2	0	1
The school works closely with parents.	44	48	8	0	0
The school is well led and managed.	77	21	2	0	0
The school is helping my child become mature and responsible.	62	30	8	0	0
The school provides an interesting range of activities outside lessons.	56	38	2	0	3