

INSPECTION REPORT

Albemarle Infant and Junior School
Wimbledon

LEA area: Wandsworth

Unique Reference Number: 101032

Headteacher: Mrs B Pooley

Reporting inspector: Sheila Browning
1510

Dates of inspection: 8-11 November 1999

Under OFSTED contract number: 706560

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Foundation
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Princess Way Wimbledon SW19 6JP
Telephone number:	0181 788 3170
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sue Schlesinger
Date of the previous inspection:	29 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Sheila Browning, Rgl	Science	Attainment and progress
	Design and technology	Teaching
	Art	Leadership and management
	Religious education	
Juliet Baxter Lay	Equality of opportunity	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Efficiency
Terence Bailess	English	Curriculum and assessment
	History	Staffing, accommodation and resources
	Geography	
	Special educational needs	
	Section 11 provision	
Aileen King	Mathematics	Pupils' spiritual, moral, social and cultural development
	Information and communication technology	
	Music	
	Physical education	
	Under-fives	

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REPORT CONTENTS	Paragraph
MAIN FINDINGS	
KEY ISSUES FOR ACTION	
INTRODUCTION	
Characteristics of the school	1-2
Key indicators	
PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	
Attainment and progress	3 - 18
Attitudes, behaviour and personal development	19 - 24
Attendance	25 - 27
Quality of education provided	
Teaching	28 – 36
The curriculum and assessment	37 – 45
Pupils' spiritual, moral, social and cultural development	46 – 49
Support, guidance and pupils' welfare	50 – 60
Partnership with parents and the community	61 – 65
The management and efficiency of the school	
Leadership and management	66 – 74
Staffing, accommodation and learning resources	75 – 81
The efficiency of the school	82 - 87
PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	88 - 95
English, mathematics and science	96 - 124
Other subjects or courses	125 - 161
PART C: INSPECTION DATA	
Summary of inspection evidence	162
Data and indicators	

MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The leadership and educational direction of the school are excellent.
- The school is managed very well.
- The caring and supportive ethos of the school is excellent.
- Relationships are very good.
- Attainment is much improved since the last inspection and shows marked improvement particularly at Key Stage 2.
- Pupils are making good progress.
- The behaviour of pupils is very good and their attitudes to learning are good.
- The quality of teaching is good or better in over half of the lessons and fifteen per cent is very good. In the remaining lessons teaching is satisfactory.
- The procedures for monitoring and promoting discipline are very good.
- The procedures for monitoring and promoting attendance are very good resulting in considerably improved attendance over the last three years.
- The overall provision for pupils' spiritual, moral, social and cultural development is good.
- Teachers provide very good support and guidance for pupil's welfare.
- Provision and support for pupils with special educational needs is very good.
- The match of the number, qualifications and experience of teaching and non-teaching staff to the needs of the curriculum is very good.
- The improvement in parental involvement and excellent links with the community are considerable.
- Support and monitoring of teaching and curriculum development are good.
- Financial planning and school administration are both excellent

WHERE THE SCHOOL HAS WEAKNESSES

The following are minor weaknesses:

I.The library is inadequately stocked and consequently is underused, and as a further consequence some pupils' research and independent leaning skills are not fully developed.

II.The school does not comply with teacher appraisal, a statutory requirement.

Strengths far outweigh weaknesses. The school has already recognised the weaknesses and has plans in place to address them. The governors' action plan will set out how the weaknesses will be tackled. The plan will be sent to all parents of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has addressed most of the weaknesses pointed out in its last inspection in 1996, and now is significantly better than it was then. Results have improved over the past few years particularly at Key Stage 2. Pupils' attainment overall is much improved since the last inspection. The focus on research skills and the use of information and communication technology as a major teaching and learning tool continues to improve and enables pupils to use their basic skills more effectively. The curriculum is broad, balanced and enriched. Detailed schemes of work are in place for all subjects and the delivery of these is monitored and evaluated effectively. The school meets the requirements for collective worship. New teachers have been recruited and are retained so that there is stability for all pupils. The quality of teaching and learning is also greatly improved. The level of parental involvement through the school working in partnership with parents is considerably better, as is the quality of information for parents. Levels of attendance are greatly improved. The quality of leadership and management, the effective planning of school development, and the significant improvement since the last inspection all lead to the judgement that the school's capacity for further improvement is very good.

STANDARDS IN SUBJECTS

The children's attainment on entry is below nationally expected averages, but children make satisfactory progress in each of the six areas of learning for children under five. Standards in language and literacy and mathematics are satisfactory and the children are developing an awareness of appropriate behaviour.

The following table shows standards achieved by 7 year olds in 1999 based on the National Curriculum tests.

Performance in:	Compared with all schools	Compared with similar schools	Key	
			Well above average	
Reading	C	A	Above average	B
Writing	B	A	Average	C
Mathematics	C	B	Below average	D
			Well below average	E

The information shows for example, that standards in writing are above average and in reading and mathematics they are average. In comparison with similar schools, standards in reading and writing are well above average and in mathematics they are above average. Standards were slightly lower than the previous year 1998, with fewer pupils reaching the higher level in reading, writing and mathematics, but it is important to note that a large number of children in this group had special educational needs. The work seen in information and communication technology (ICT) is of a satisfactory standard. In religious education, standards are in line with the locally Agreed Syllabus. By seven years of age, almost all children do well across the range of work.

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

Performance in:	Compared with all schools	Compared with similar schools	Key	
			Well above average	
English	C	A	A	B
Mathematics	C	A	Above average	C
Science	E	C	Average	D
			Below average	E
			Well below average	

The information shows for example, that standards in English and mathematics are average, and in comparison with similar schools they are well above average. Standards in science are well below

average but in comparison with similar schools are average. These results are a significant improvement on those for 1998.

There is significant improvement in the English, mathematics and science achievements of pupils in Year 6. The work seen in ICT is of a satisfactory standard. In religious education, standards are in line with those expected in the locally Agreed Syllabus. By eleven years of age, almost all pupils are making good progress.

QUALITY OF TEACHING

Teaching in:	Under 5	5-7 years	7-11 years
English	satisfactory	satisfactory	good
Mathematics	satisfactory	satisfactory	good
Science		good	good
Information and communication technology		satisfactory	satisfactory
Religious education		good	good
Other subjects	satisfactory	satisfactory	good

In 100 per cent of lessons teaching is at least satisfactory. Fifteen per cent of this teaching is very good. Fifty six per cent of it is good or better.

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	Behaviour and attitudes to learning are very good throughout. Relationships are very good.
Attendance	Good; now above the national average.
Ethos*	Excellent. This is a strength of the school.
Leadership and management	The leadership and educational direction of the school are excellent. Governors are actively involved.
Curriculum	Good; broad and balanced. Very good extra-curricular opportunities.
Pupils with special educational needs	Provision is very good. Pupils with special educational needs make good progress.
Spiritual, moral, social & cultural development	Good overall.
Staffing, resources and accommodation	Good overall. The number, qualification and experience of teaching and support staff are excellent.
Value for money	Very good.

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

THE PARENTS' VIEWS OF THE SCHOOL

III. The school keeps parents well informed about their children's progress. IV. The school encourages parents to play an active part in the life of the school. V. The school is friendly and easy to approach with questions or problems. VI. The school gives a clear understanding of what is taught.	X. There were no adverse comments.
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The inspectors supported the parents' positive views of the school.

KEY ISSUES FOR ACTION

There are no key issues for the school to address. This is a good school and there are no major weaknesses. The following are minor weaknesses, which should form the basis of an action plan:

- the school does not comply with teacher appraisal, a statutory requirement. (paragraphs 72, 77)
- the library is only adequately stocked and consequently is underused, and as a further consequence some pupils' research and independent learning skills are not fully developed. (paragraphs 78, 84, 109)
- although some good opportunities are provided for pupils to develop personally and to take responsibility for their own learning, these are too limited. (paragraph 23)

- **INTRODUCTION**

- **Characteristics of the school**

- 1 Albemarle Infant and Junior school is a foundation school. It is about the average size of primary schools nationally. There are 181 pupils on roll, 80 boys and 101 girls. The school is situated in Wimbledon, in the London Borough of Wandsworth. The school serves a very mixed socio-economic area resulting in a very diverse intake. Many children come from the local authority housing estates nearby and from owner occupied housing. A significantly large number of children come from homes that are severely disadvantaged socially and economically. The school is popular with parents. There is considerable movement between local schools and Albemarle suffers from high mobility or 'turbulence' of pupils. The proportion of pupils receiving free school meals, 44 per cent, is well above the national average. The percentage of children speaking English as an additional language, 31 per cent, is very high. There a significant number of pupils from a wide range of ethnic backgrounds. For many their first language is not English. The number of pupils identified, as having special needs is 37 per cent, and is well above the national average. The proportion of pupils with Statements of Special Educational Need, 3 per cent, is well below the national average. Over the past three years, attainment on entry has been below average, with a significant skew towards well below national average attainment. Many pupils enter the nursery and reception classes with very poor social and language skills. Recent school results show improving standards particularly at Key Stage 2.
- 2 The school's aims are clearly stated and reflect equality of opportunity. They state that all will aim high and achieve, and they are appropriate.

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999(98)	10(9)	18(21)	28(30)

2 National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9(9)	9(9)	9(9)
	Girls	15(16)	15(17)	15(17)
	Total	24(25)	24(26)	24(26)
Percentage at NC Level 2 or above	School	86(83)	86(87)	86(87)
	National	82(80)	83(81)	87(89)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9(8)	9(9)	9(8)
	Girls	15(16)	15(17)	15(18)
	Total	24(24)	24(26)	24(26)
Percentage at NC Level 2 or above	School	86(80)	86(87)	86(87)
	National	82(81)	80(85)	87(86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	7(15)	9(7)	16(22)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7(6)	7(4)	7(5)
	Girls	5(4)	5(3)	4(3)
	Total	12(10)	12(7)	11(8)
Percentage at NC Level 4 or above	School	75(48)	75(33)	69(38)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7(6)	7(1)	7(4)
	Girls	4(4)	4(2)	4(3)
	Total	11(10)	11(3)	11(7)
Percentage at NC Level 4 or above	School	69(48)	69(43)	69(33)
	National	68(65)	69(65)	75(72)

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

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

Attendance

Percentage of half days missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	5.1
	National comparative data	5.7
Unauthorised Absence	School	1.2
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	5
Permanent	1

2 Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	15
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

2 *Attainment*

3 The previous inspection report found that standards of attainment in relation to pupils' ages were below those expected nationally. In the early years, standards in relation to the children's abilities were satisfactory. Standards were better at Key Stage 1. Skills in speaking, listening, reading and writing and numeracy were in line with national averages at the end of Key Stage 1. At the end of Key Stage 2, children achieved at national average levels with the exception of English, where levels were below the national average. There were variations in the standards children achieved between some subjects of the National Curriculum and there was a considerable difference between the infants and the juniors. In the infants standards were mostly satisfactory for all subjects except history. In the juniors, standards were satisfactory for mathematics, design and technology and physical education but were not as good in English, science, art and music. Standards in history and geography were unsatisfactory. Only limited information about national standards in some subjects was available at the time of the last inspection. Children with special educational needs made satisfactory progress but higher attaining pupils underachieved.

4 Many children enter the nursery and reception classes with very poor social and language skills. A large number of the children in the nursery have English as an additional language. The children's attainment on entry is below nationally expected levels, but they make satisfactory progress in each of the six areas of learning. Standards in language and literacy and mathematics are satisfactory and the children are developing an awareness of appropriate behaviour.

5 The attainment of pupils on entry to the school has slightly improved since 1996. Results of the 1999 National Curriculum tests at the end of Key Stage 1 and standardised tests administered by the school indicate that the school has been successful in raising the standards of the pupils particularly in literacy and numeracy. Attainment information shows that, at the end of Key Stage 1, standards in writing are above average, and in reading and mathematics they are average. In comparison with similar schools, standards in reading and writing are well above average and in mathematics they are above average. Standards in 1999 were slightly lower than the previous year, with fewer pupils reaching the higher level in reading, writing and mathematics than in 1998, but a large number of the children in this cohort had special educational needs. The work seen in ICT is of a satisfactory standard. In religious education, standards are in line with those expected in the locally Agreed Syllabus. By seven years of age, almost all pupils are making good progress. Taking the last three years together, standards are improving at a faster rate in reading and writing than in mathematics. The recent trend is one of improvement.

6 Results of the 1999 National Curriculum tests at the end of Key Stage 2 and standardised tests administered by the school indicate that the school has been particularly successful in raising the standards of attainment in the core subjects of English and mathematics. Attainment in science at the end of Key Stage 2 remains well below the national average for 1999. Attainment in all subjects and in all year groups has improved at the end of Key Stage 2. Standards in English and mathematics are average, and in comparison with similar schools they are well above average. Standards in science are well below average but in comparison with similar schools they are average. These results are a significant improvement on those for 1998. Attainment in all subjects and in all year groups has improved since the last inspection

and particularly so at the end of Key Stage 2. There is significant improvement in the English, mathematics and science achievements of pupils in Year 6. The work seen in ICT is of a satisfactory standard and in religious education standards are in line with those expected for the locally Agreed Syllabus. By eleven years of age, almost all pupils are making good progress.

- 7 The difference in performance between boys and girls fluctuates year on year and is not significant at the end of Key Stage 1. In mathematics results were similar to English. The difference in performance between boys and girls was not significant at the end of Key Stage 2. Taking the three years 1996 to 1998 together, the achievement of the girls was slightly but not significantly better than the boys in English and mathematics reflecting the national trend. In science, the achievement of girls was well below the national average and that of the boys was very low in comparison with the national average.
- 8 The 1999 targets for raising attainment set by the school and the local education authority (LEA) were exceeded. This illustrates the value added by the school. The recent trend is one of improvement, with the performance of pupils in the 1999 national tests being better than in the previous year, and with significantly improved results in Key Stage 2. This achievement can be explained by a number of factors, improved teaching strategies, the introduction of the national literacy strategy and piloting of the numeracy strategy. The curriculum and the progress that pupils make are much more rigorously monitored, evaluated and reviewed. There are definite improvements in pupils' acquisition of knowledge and skills as they move up through the school.
- 9 The development of children under five in the nursery and reception classes is satisfactory. They are making satisfactory progress in all of the six areas of learning. In their personal and social development children are gaining confidence and generally behave in an appropriate manner. Children generally concentrate and persevere at their chosen tasks, for example when using the computer or making notes. They choose their own activities, and their opportunities to use their initiative are improving. In their language and literacy development children are learning to listen, although some find this difficult at times. They express themselves, although some are more articulate than others. Some children tell a story from the pictures in a book. Others are developing awareness that print carries meaning. Some children know letter names and know about the sounds that letters make in words. In mathematics children match, sort, order and compare, for example classifying by number and size. Several are starting to solve problems and they record their work in a practical way, for example by grouping objects into sets on sorting cards. In their development of knowledge and understanding of the world, many compare different building materials and they know that there are living things. Children explore recent family history and gain an understanding of place and climate by exploring the environment of the school. Children use information and communication technology appropriately. In their physical development they build their skills and body control, but some find more complex movements quite difficult. Some children find difficulty in moving about the classroom correctly. In creative work children sing and explore sound effectively. They explore a variety of media such as paint, dough and crayons.
- 10 Pupils with special educational needs attain well in relation to their prior attainments and the targets set for them. In 1999, all pupils at the relevant age were entered for the end of key stage tests at ages 7 and 11. All gained at least Level 3 in the English and mathematics tests at the end of Key Stage 2.

Literacy

- 11 The school is working effectively to implement the National Literacy Strategy in the teaching of English. There are also satisfactory links with other areas of the curriculum to promote literacy, in particular geography, history and religious education, with some good examples of extended

writing both in factual reports and more imaginative accounts of topics studied. In mathematics and science lessons, there is an appropriate emphasis on the correct use and spelling of technical vocabulary. Information and communication technology is increasingly used in the presentation of pupils' work, and to explore and research information.

11

Numeracy

- 12 Pupils have satisfactory numeracy skills and this is an improvement since the last inspection. The numeracy strategy has been implemented effectively in the school. Pupils apply their numeracy skills and knowledge to solve a variety of problems. In Key Stage 1, they discuss ways of making ten and recognise number patterns readily. In Key Stage 2, pupils use number squares to make multiples, calculate different sequences with increasing accuracy and calculate percentages correctly. In science, they predict and calculate weights and measures studying pulling forces. In design and technology, pupils use measurement in plans and designs. In geography they produce scale maps. Appropriate time is allocated, and suitable resources are used to support learning. Lessons consist of a mental arithmetic session, whole class teaching and group or individual work. The pupils at Key Stage 2 are in set groups for mathematics and this approach has helped their progress. In both key stages, pupils are developing their skills in mental arithmetic appropriately.
- 13 Inspection evidence confirms that the 1999 test results are an accurate reflection of current levels of attainment in the school in all three core subjects. In science, at the end of Key Stage 2, some above average attainment was observed. The scrutiny of pupils' work and lessons observed showed improved levels of attainment year on year. In ICT, standards achieved are satisfactory at both key stages and in religious education standards achieved are in line with the expectations of the locally Agreed Syllabus. In other subjects, attainment is satisfactory; this is a considerable improvement since the last inspection.
- 14 In English, standards of speaking and listening are generally good at Key Stage 1. Pupils listen well and keenly contribute to discussion, and at Key Stage 2 although pupils have satisfactory standards of speaking some could speak more clearly in whole class discussion. Standards in reading are good in Key Stage 1 and are satisfactory at Key Stage 2. Standards in writing are satisfactory at both key stages and spelling is reasonably accurate. In mathematics, standards at Key Stage 1 are average. Pupils are extending their knowledge in mental arithmetic and using numbers at Key Stage 1. At Key Stage 2, attainment is average, pupils handle data and use co-ordinates with increasing confidence. In science, at Key Stage 1 attainment is just below average and at Key Stage 2, it is well below average. At both key stages pupils are beginning to understand the concept of a fair test. Investigative skills are developing well and pupils predict and record their findings using simple scientific language correctly. In religious education, pupils at both key stages demonstrate a satisfactory knowledge of the stories and symbols of the Christian and other principal faiths. In ICT at both key stages attainment is satisfactory and pupils use skills in applying, accessing and retrieving information satisfactorily.
- 15 In art, pupils' attainment is in line with expectations. Pupils experiment, and explore artistic ideas using different media. They are increasingly aware of art from different periods and cultures. In design and technology, pupils make and generate designs carefully as for example, when making lampshades, food wrappers and moneyboxes. They use technology to solve simple problems as, for example, when devising electronic games. In geography, at Key Stage 1 pupils develop knowledge of maps and know the main points of a compass. At Key Stage 2, they study maps of the world and undertake fieldwork, including studies of weather. In history, at both key stages pupils are developing their understanding of chronology. They know some key facts about everyday life in town and country settings and make comparisons between then and now. At the end of Key Stage 2, pupils use a variety of primary and secondary source material to good effect. In music, standards are satisfactory at both key stages and are

sometimes good at Key Stage 1. At both key stages pupils demonstrate good percussion skills, sing tunefully and are developing keyboard skills effectively. They also listen to and compare music from different periods and cultures. In physical education pupils demonstrate improved co-ordination and body control. In games they are developing appropriate skills. Attainment in swimming is satisfactory.

15 *Progress*

16 In the previous report the progress that pupils made was generally good in the early years and the infants but in the juniors it varied from good to poor. Pupils with special educational needs and those with English as an additional language made satisfactory progress. Higher attaining pupils underachieved.

17 Inspection findings now show that children under five are making satisfactory progress and, overall, pupils are making good progress particularly when compared to their prior attainment. This is based on a sample of pupils' work through the key stages and the quality of their learning in lessons and over time. In half of the lessons seen pupils make good progress and in the remainder progress is at least satisfactory. There are no significant variations in the progress of pupils of different gender or from different backgrounds. The differences in performance and the progress pupils make between key stages can be attributed to a number of contributory factors. High pupil mobility is a significant factor, it means that the performance of the same children cannot be compared as new children join the school and others leave. The 1999 Key Stage 1, results contained a significant number of pupils with special educational needs. The group of pupils who took the Key Stage 2 tests were the last group of children to have experienced and suffered many of the negative comments referenced in the previous report, such as the many changes in teaching staff, weak curriculum planning, inconsistent assessment and poor behaviour.

18 Pupils with special educational needs make good progress. Their individual education plans (IEPs) identify specific and attainable targets for improvement, which address their needs well. A significant number of pupils come from a wide range of ethnic backgrounds. For many, their first language is not English. They make satisfactory and at times good progress during their time in school. Higher attaining pupils generally make good progress although in a very few lessons in English, history and geography they are not always challenged fully. Most of these outcomes are improvements since the last inspection.

18 **Attitudes, behaviour and personal development**

19 Improving the attitudes and behaviour of pupils has been the focus of intensive work on the part of all staff over the last few years. The school has come a long way in meeting this objective and it is by no means complacent. Pupils' attitudes and behaviour have undergone considerable improvement since the last inspection. Pupils with special educational needs have good attitudes to learning. They respond particularly well in individual and small group sessions for additional literacy support.

20 The vast majority of pupils have good and positive attitudes towards their work. They listen attentively to their teachers and are interested in the content of lessons. They contribute well to plenary sessions and discussions. Most pupils work well independently, and when asked to work in pairs or larger groups, they do so sensibly. They enjoy dialogue with their peers, as observed in a Year 4 literacy lesson when they were devising their own recipes to illustrate their understanding of imperative verbs. A very small minority of pupils, particularly in Year 1, still find it difficult to settle on occasions and to remain attentive throughout a lesson.

21 Behaviour in and around the school is very good. Pupils behave well and abide by the school's

codes of conduct which they fully understand. They know what adults expect of them and they respond very positively to these expectations. They are open, friendly and entertaining to talk with. Pupils are courteous, for example by opening doors for visitors or asking them if they can help in any way, and they clearly welcome visitors to their school. Bullying is not perceived to be a problem by pupils, parents or staff and no incidents of this kind were witnessed during the inspection. There were five short-term exclusions in the year prior to the inspection and these applied to one pupil only. There has been one permanent exclusion, the same pupil, during this current half term. The rate of exclusions remains static.

22 Relationships throughout the school are very good. Pupils respect their teachers and all adults who work with them. They enjoy pleasant relationships with their fellow pupils and a thread of warm racial harmony runs through the school. Pupils take pleasure in the success of their friends and often applaud their efforts in lessons. The values and beliefs of others are frequently celebrated with enjoyment and respect. An example of respect for a bygone age occurred during the inspection when all pupils gathered to mark Remembrance Day. They had been sensitively prepared by their teachers and fully understood the significance of the quiet and dignified assembly in which they participated.

23 The school council affords very good opportunities for personal development for those pupils who are involved in its proceedings. A range of tasks, such as monitoring duties and showing prospective parents round the school, provide further opportunities for pupils' personal development. Many pupils have the capacity for undertaking even more extensive and complex tasks. Pupils do not, however, enjoy a greater range of opportunities to show initiative, develop personal growth and to help around the school. The current inadequacies surrounding the school library prevent the full development of pupils' independent learning and research skills.

24 Residential visits for Year 6 pupils make a significant contribution to their personal growth and maturity. Most are developing a clear awareness of good citizenship by, for example, raising funds for chosen charities, working with pupils from a local school for the visually impaired and by preparing harvest parcels for local elderly citizens.

24

24 **Attendance**

25 One of the key issues of the last inspection was to improve the rate of attendance. The school has worked extremely hard to achieve this with the result that the rate of attendance is now good at over four per cent higher than at the time of the last inspection. It is also above the average rate for primary schools and has already exceeded its own targets for two years hence. Unauthorised absence has reduced considerably over the last year in particular, but the school is clearly aware that there is still some way to go in reducing the current figure even further.

26 The majority of pupils come to school punctually each day and no serious unpunctuality was observed during the week of the inspection. Pupils come to school with enthusiasm and well motivated to start their day's work.

27 The increased rate of attendance over the last three years has had a strong and significant positive impact on pupils' attainment and progress.

QUALITY OF EDUCATION PROVIDED

27 **Teaching**

28 Overall, in over half of lessons teaching is good or better. In just under one in six of lessons teaching is very good or better. No unsatisfactory lessons were seen. Teaching is good at Key Stage 2 and it is satisfactory at Key Stage 1 and for children under five. There are more

instances of good teaching in Key Stage 2 and there are more instances of very good teaching in Key Stage 1. These figures are a significant improvement on the quality of teaching as detailed in the last inspection report, when the overall quality of teaching was satisfactory and above in threequarters of lessons observed and a small number of lessons were unsatisfactory.

This improvement is a result of the effective way in which the school has responded to the key issues identified by the previous inspection. Pupils' attainment and progress are directly linked to the quality of teaching.

- 29 Teaching is satisfactory in the areas of learning for children under five. Teaching is good in Key Stage 1, in science, religious education, art, music and physical education. It is satisfactory in English, information and communication technology, design and technology, geography and history. At Key Stage 2, teaching is good in all subjects with the exception of information and communication technology, design and technology and history where it is satisfactory. Some very good teaching is seen in literacy and religious education at both key stages and in science at Key Stage 2.
- 30 The teachers have a good knowledge and understanding of their subjects and of how children learn. This is an improvement since the last inspection when teachers' knowledge and skills in some subjects varied. For children under five direct teaching skills are satisfactory in both the nursery and the reception classes. The teachers have appropriate training in the literacy and numeracy strategies and use these to develop the pupils' ideas. Teachers understand the learning needs of pupils and work very hard to provide a range of activities to interest them. In the last inspection a limited range of activities were provided. In good and very good lessons, teachers give a range of examples to clarify their meaning. They answer pupils' questions thoroughly and are aware of the needs of specific individuals and groups in their class. A good feature is the constant use and reinforcement of subject specific language and terms in all lessons.
- 31 Teachers have good expectations for pupil's behaviour and for their work. This is a considerable improvement since the last inspection when teachers did not all have sufficiently high expectations of pupils. In English, teachers' expectations in written work, particularly for higher attaining pupils are not always sufficiently high and similarly in history and geography in a small number of lessons. Teachers have very good relationships with their pupils. At the meeting for parents this was an expressed view, parents said that their children were happy to come to school thus reflecting the positive relationships. Teachers make good use of praise and encouragement.
- 32 Teachers' use of appropriate methods and organisation is satisfactory for children under five and at Key Stage 1. At Key Stage 2 these are still more effective. Teachers use a good variety and range of methods and organisational strategies. Practical activities are well planned. Good lessons are characterised by enthusiastic and interesting presentations with a clear focus on teaching and learning. Activities are varied to engage pupils and maintain their concentration. On a few occasions, as in English, lessons can be too much teacher-led and opportunities for pupils to develop their own learning are lost as a consequence. The quality of teachers' planning is good for children under five. Planning of the desirable learning outcomes (DLOs) is balanced. Planning is very good at Key Stages 1 and 2. Lessons are well planned with clear learning objectives for what pupils will learn, matched to their different levels of attainment. Work is usually well matched and targeted for individuals and challenges pupils appropriately. Planning is supported effectively within a well-structured curriculum framework. It is detailed, with focused learning objectives. Planning for the National Literacy Hour is impacting positively on pupils' progress. In science, the balanced approach of a theory preparation lesson in readiness for the practical lesson is very good. The last inspection found planning did not always make intended learning outcomes clear enough. This is much improved.

- 33 Pupils are managed very well, with high levels of discipline. Teachers work consistently hard to maintain a calm, settled and purposeful working atmosphere in their classes. Good routines are established. In each class there are several potentially challenging children and they are managed effectively and unobtrusively. The quality of teaching for pupils with special educational needs (SEN) is good. Pupils are well supported by class teachers and the learning support assistants who work in classrooms. General classroom assistants are well trained and make a valuable contribution to the teaching of such pupils by supporting individuals and groups effectively. Pupils with greater learning difficulties receive very good additional teaching from the special needs co-ordinator (SENCO) and a range of visiting specialists, often with individual help provided.
- 34 Overall, the pace of lessons is good. Resources are used effectively in science and art, instruments are well used in music. In ICT, teachers use effective strategies to ensure that all pupils are fully engaged with meaningful tasks to extend their knowledge of computing techniques. In art, the use of classroom space and access ability of material are well organised. In science, geography and history, good use is made of the school grounds, the locality and the wider surrounding area. In religious education, teachers draw upon pupils' own experiences in terms of their different cultural traditions and beliefs.
- 35 The quality and use of day-to-day assessment are good and many of the teachers' comments are supportive and helpful. Assessment is good for children under five and makes use of the local education authority's (LEA) baseline assessment procedures. Regular assessment is used in English, mathematics and science to inform future work and for developing teaching strategies. For example, in English booster classes were introduced last year in Year 6 in preparation for the end of key stage tests. In mathematics pupils are put into sets and this is supporting pupils' progress. Across the school individual and class records are kept and are used to group pupils in order to help weaker pupils improve their skills. Marking is helpful and usually indicates what pupils need to do to improve the quality of their work. Oral evaluations are good and are used most successfully in all subjects. Pupils are not always encouraged to evaluate their own work and achievements in English.
- 36 Homework, which is set throughout the school, contributes satisfactorily to pupils' attainment and progress.

36 **The curriculum and assessment**

- 37 The school provides a broad and well-balanced curriculum, which meets current statutory requirements for the various subjects of the National Curriculum. Religious education is in line with the requirements of the locally Agreed Syllabus. An appropriate policy for sex education is in place. The curriculum provides equality of access and opportunity for all pupils to make progress. Pupils with special educational needs are very well provided for in lessons throughout the school and, where necessary, through withdrawal for additional support. They also have good individual education plans (IEPs) prepared for them.
- 38 The curriculum for the children under five is appropriate, relevant and of satisfactory quality. The scheme of work and the experiences provided focus well on the desirable learning outcomes, and full account is taken of the National Curriculum as children progress towards it. This enables most children to attain the expected goals.
- 39 The previous inspection concluded that the National Curriculum was not fully covered at Key Stages 1 and 2. Some subject policies were not fully implemented. Detailed schemes of work were not always in place. The curriculum was, as a consequence, too narrow to meet the needs of all pupils, in particular those of above average ability who did not have sufficient opportunity to develop investigation or problem solving skills. However, the school's post-

inspection action plan, the introduction of the national strategies for literacy and numeracy, and the use of national guidance on the planning of work in other subjects have led to significant improvements in the school's curriculum planning. This is having a positive effect on the quality of learning and on standards of attainment. Long-term planning is very good, ensures coverage of all the required subjects and provides well for continuity and progress in pupils' learning. Policy statements for all subjects emphasise key skills which need to be developed.

- 40 Medium and short-term planning is detailed and thorough, including matching work in many instances to pupils' different levels of attainment and rates of progress. This approach is particularly effective for those who have special educational needs. More challenging extension work is not always provided in a few lessons for high ability pupils, however. Some specialist teaching takes place in mathematics for older pupils. This had a beneficial effect on standards of attainment in last year's National Curriculum tests for 11-year-olds. Planning in English has improved since the last inspection, in particular at Key Stage 2, and teachers are making good use of the framework of the National Literacy Strategy. Literacy skills are consolidated in some other subject areas. Planning for numeracy is good and follows the framework of the newly introduced National Numeracy Strategy.
- 41 The headteacher and deputy headteacher now monitor the curriculum and teachers' planning, closely to ensure that pupils cover subjects appropriately and without unnecessary repetition from year to year. Subject co-ordinators for English and mathematics and science are also involved in monitoring and supporting the work of other colleagues to ensure consistency of approach. Co-ordinators for other subjects have not yet been given time to do this, although plans have been made.
- 42 Parents feel that the school gives them a clear understanding of what is taught. Curriculum evenings for parents on the literacy and numeracy strategies have either been held or are planned. Parents also appreciate the regular homework which is set throughout the school. This builds appropriately on and consolidates work begun in lessons.
- 43 The school provides many opportunities for children to be involved in activities outside daily lessons. There is a very good range of extra-curricular activities, including football, netball/gymnastics, art, chess, drama, dancing, computer, and French and gardening clubs. The school plans to extend this range by introducing breakfast and after-school clubs in the near future. There are also annual music and dramatic presentations and 'book weeks', which include visits by well-known authors and illustrators. Other external speakers address assemblies and make presentations to pupils. Finally, there are regular visits to places of interest, and a residential activity week for Year 6. All add breadth and interest to the curriculum and provide valuable experiences for pupils.
- 44 The school has maintained its effective practice in the use of assessment, identified in the last inspection report. An appropriate policy sets out good, manageable, formalised and consistent procedures for day-to-day assessment, which are applied well in English, mathematics and science. Pupils' work is checked regularly in accordance with the policy's criteria in other subjects also. Teachers provide written comments on work and, for older pupils, these frequently include detailed and helpful advice, evaluating the strengths and weaknesses in the piece of work.
- 45 Well-established procedures for baseline assessment provide an accurate picture of what children can do on entry to the school. Nationally accredited tests for reading and spelling are used effectively throughout the school. The school also uses optional test materials in English and mathematics provided by the Qualifications and Curriculum Authority (QCA) at the end of Years 3, 4 and 5 appropriately. Information from these and from the end of key stage tests at ages seven and eleven is analysed well and helps the school to identify the strengths and

weaknesses of year groups and of individual pupils. Where appropriate, this leads to changes in teaching strategies. Booster classes have been successfully introduced in Year 6 to help, for example, prepare pupils for the national tests for 11-year-olds. There are good arrangements for assessing and recording the attainments of pupils with special educational needs against the targets set in their individual education plans.

45 **Pupils' spiritual, moral, social and cultural development**

- 46 The overall provision for pupils' social, moral, spiritual and cultural development is good. Spiritual development is satisfactory and it is promoted through the appropriate acknowledgement of festivals such as Harvest, Divali, and Christmas. There is a religious education policy in the school and the scheme of work meets the requirements of the local authority Agreed Syllabus. The school meets the requirement for a daily act of worship. Time is set aside for pupils to reflect quietly in some classes, for example to contemplate their feelings, both their own and of others. A Faith Fair has been held in the past and there are plans to organise this event again in the future. Examples of the pupils being involved in experiencing spirituality include their involvement in the Remembrance Day commemoration
- 47 Moral development is good. Behaviour tracking records are kept and the pupils are made aware of the consequences of their actions. They move around the school in an orderly manner. All classes have rules which are consistent and observed, the pupils are regularly nominated as 'stars' for good sociable behaviour. The appearance of the buildings, classrooms and displays is good and indicates that pupils value their environment, and work is undertaken on caring for the environment generally. Resources are well looked after. The pupils are proud of their achievements, and their presentation of work is neat, tidy and well organised. Expectations for appropriate behaviour are clear and quite prominently displayed throughout the school. The school council has been operational for just over a term; it has introduced a 'bully' box, where the pupils can place notes of any concerns, worries or anxieties they may have about intimidating behaviour in and around the school. This is working well and the pupils are co-operating with the initiative. All adults in the school provide good role models.
- 48 Social development is good. New pupils are made to feel welcome, the pupils help each other and are encouraged to help during lessons, at lunchtimes and to prepare the hall for assembly. Residential trips for Year 6 offer opportunities to develop social skills and to be co-operative away from home. The pupils give concerts, for example at Christmas for local community groups. They take turns class by class to use large climbing equipment in the playground. They involve themselves in 'Speakeasy' a local community group. There is homework club and plans exist to establish a 'breakfast club' and 'parents' club' in the forthcoming year.
- 49 Cultural development is very good. Displays around the school indicate work on other cultures and notices promote different languages. The pupils attend a variety of clubs, some of which promote cultural awareness, for example the French club. Music and art are both used well to develop ideas about different techniques and styles in creative work. Various speakers attend the school, for example to discuss Divali, and the pupils make rangoli patterns and divas to acknowledge the traditions of this celebration.

49

Support, guidance and pupils' welfare

1. The last inspection report judged the school to be effective in promoting the welfare, health and safety of its pupils. This judgement is now confirmed, the quality of pastoral care afforded pupils continues to be very good.
2. The school's sensitive induction procedures for children under five ensure that children who join the nursery and reception class settle quickly and happily into the school. The separate building they occupy helps to introduce them to their new world without the noise and bustle associated with having to contend with a large number of older pupils in a big building. They soon become familiar with class routines and start to make good relationships with staff and their new friends in an atmosphere of calm and trust. They respond well to what is expected of them and make good progress in all aspects of their early school lives.

3. Academic progress is monitored effectively in a variety of ways to include pupils' assessment sheets and regular discussion at governing body meetings. Good procedures have been established for monitoring the attainment of pupils with special educational needs and effective use is made of assessments when drawing up their IEPs.
- 1 Behaviour and personal development are successfully monitored through regular staff discussion and behaviour tracking sheets. The monitoring and promotion of attendance are effectively carried out by the senior administrative officer who checks the attendance figures each week, supported by regular visits from the education welfare officer. The home of every pupil who is absent without appropriate explanation early each morning is telephoned as soon as registration has been completed. This strategy has been most effective in improving the school's rate of attendance. High individual attendance is rewarded regularly. The school is constantly reinforcing the importance of a good attendance rate. Most parents and pupils have responded willingly and positively to the school's efforts to ensure a better rate of attendance over the last three years.
- 2 The school's strategies to promote discipline and eliminate bullying are very effective as demonstrated in the improved behaviour and attitudes observed throughout the school day.
- 3 Child protection procedures are effective and sensitive. All staff receive updated training annually so that the school is well equipped to support pupils appropriately.
- 4 The programme for pupils' personal, social and health education is delivered through science and religious education lessons in addition to discrete lessons. Teachers also make good use of registrations and assemblies to promote this aspect of pupils' education.
- 5 The school has a very good health and safety policy, which is reviewed annually. It ensures that governors and the caretaker undertake regular risk assessments. Security has been improved in several ways in recent years and the school development plan contains proposals to improve this further. A number of staff have up-to-date certificated first-aid training and accident books are completed in good detail. These books show that no accidents have been caused by inappropriate or poor behaviour. Parents are informed immediately if the school has a concern over an accident at school, for instance bumped heads. Fire drills are held at least once a term.
- 6 Induction arrangements for children who enter the nursery are sensitive and sound and they ensure children make a quick and happy start to their school lives. When they move from the reception class into the main school they are already well acquainted with the school building and grounds, as they frequently take part in school events during their time in the Early Years centre. When pupils are ready to transfer to secondary school at the end of Year 6 they move to a large number of different schools which makes it difficult for the school to give intensive support to them all. However, all pupils have the opportunity to visit the secondary school of their choice in advance of entry, and the heads of Year 7 in the secondary schools visit Albemarle to meet their prospective new pupils.
- 7 Pupils with special educational needs are very well supported not only by the special educational needs co-ordinator and all the school staff, but also by a large range of professionals from outside agencies who work closely with the school and its families.
- 8 Pupils who have English as an additional language are extremely well supported by the school. In particular the recent appointment of a teacher specifically skilled in this area of work has made a considerable impact on their attainment and progress in the short time she has been in post.

60 **Partnership with parents and the community**

- 9 A key issue in the last inspection report was for the school to improve the level of parental involvement by working in partnership with as many parents as possible. Three years on the school has made good strides in working towards this aim and has considerable plans for improving parental involvement even further. It has achieved this in the context of an area where a large number of parents and guardians work full-time and of necessity are not able to spend as much time being involved with the school as they might wish. Whilst not many are able to help in the school, there is strong parental support for all the school does and achieves for its pupils. Parents enthusiastically support the fund-raising events organised by the hard-working parent-teacher association. The school believes in a strong and genuine partnership with parents where teachers are always accessible to parents who are welcome in the school at any time. Parents are involved with their children's work at home by hearing them read and by supporting them in their set homework.
- 10 Communication with parents is very good. Newsletters are sent home regularly and two open evenings a term keep parents and guardians informed of pupils' progress. Homework diaries provide the means for a regular dialogue between teachers and parents. Pupils' annual reports to parents are clear and detailed. They inform parents what their children know, understand and can do and targets for further improvement are implicit in the text. They are given an honest appraisal of pupils' academic progress and personal development and do not shirk from unfavourable messages if these are found to be necessary. Parents of children with special educational needs are fully involved in annual reviews and they are closely involved in the formulation of IEPs. They are invited to take part in annual reviews of Statements of Special Educational Need, where these exist.
- 11 The school believes in accessing the rich resources that are to be found in the local and wider community. This area of its work is excellent and a considerable strength of the school which makes a positive impact on pupils' academic progress and personal development. Visitors to the school are many in number and include speakers of different faiths and beliefs, trainee teachers, representatives of selected charities and local elderly citizens to name but a few. Links with other schools in the area are good and in particular the link with the school whose visually impaired pupils enjoy a weekly visit to work with their friends in Albemarle school.
- 12 The school has forged a number of strong links with local commerce and industry in a variety of ways. Teaching and non-teaching staff have received ICT training from a local firm and vouchers have been obtained for ICT courses for parents. The computer suite has been provided through a governor's link with a firm in the city of London and there is a strong relationship with a local superstore, which welcomes pupils regularly to cook pizzas and test new products.
- 13 No opportunities are missed by the school to make productive links with the community, which enrich the lives and education of the families it serves. Many plans are in the pipeline to develop this aspect of its work further to include the provision of a breakfast club for parents and children, an ICT club for parents and the setting up of a pupil mentor scheme with local industry and businesses.

65 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

65 **Leadership and management**

- 14 The leadership and educational direction of the school are excellent. The headteacher, provides a very good role model and she is exceedingly well supported by the very able deputy headteacher. Their complementary styles serve the school most successfully. The

headteacher enables and encourages all staff to develop professionally. As a result they feel valued and are totally committed to raising standards and improving the quality of education at Albemarle. The headteacher successfully demonstrates superb management skills and engenders a friendly atmosphere. She maximises and utilises all opportunities which may benefit the pupils and the future of the school. Management is effectively shared between the senior management team, comprising the deputy headteacher, Key Stage co-ordinators, the senior administration officer and the bursar. Teachers are very much a team working together. The support, monitoring and evaluation of teaching and curriculum development are good. The headteacher and deputy headteacher with the governors and staff have played a crucial role in leading the school through the significant improvements achieved since the last inspection.

- 15 The governing body is active in its role as critical friend to the school. The approach is very much 'hands on' and supportive. Governors bring direct experience, and demonstrate much expertise and commitment. They are fully involved in formulating and developing policies, they take a full part in whole-school development planning and monitor curriculum development. For example, governors are attached to specific classes and curriculum areas. They regularly undertake classroom observations, reporting back to the school and the various committees. Governors also receive curriculum presentations from subject co-ordinators, enabling them to be better informed when making decisions. All the appropriate committees are in place and these operate effectively. There are many examples throughout the school where governors have used their professional or personal contacts to benefit the school, for example language support for Japanese pupils, accountancy expertise and improving ICT supplies and equipment.
- 16 The management of special educational needs provision is very good. The deputy headteacher, who is the special educational needs co-ordinator (SENCO) has an excellent understanding of pupils' needs and the provision required. She co-operates closely with colleagues in drawing up IEPs and in monitoring pupils' progress towards the targets set. The link governor for special educational needs is well informed and provides good support. Learning support assistants and visiting professionals are well managed. Statutory requirements for the Code of Practice for pupils with special educational needs are met well.
- 17 Good management systems and structures are in place, which promote the attainment and progress of pupils. Subject co-ordinators have an active role in monitoring the curriculum. For most subjects their role is at an early stage of development reflecting the priorities of the school development plan. They exercise effective responsibility for the content of their subjects, for associated resources, for monitoring and advice for their colleagues.
- 18 The school has based its development planning, monitoring and evaluation upon the action plan drawn up after the last inspection and agreed priorities for the future development of the school. The action plan, whole school policies and curriculum planning provide a good, flexible and structured framework from which to advance. Together with the effective structures and systems in place to monitor and evaluate developments, this ensures a process of continuous improvement. Evidence of success is demonstrated by the significant improvements made since the last inspection.
- 19 The implementation of the school's aims values and policies is very good. The ethos is excellent. A strength of the school is its supportive and caring environment. Pupils are encouraged to achieve and their success is readily celebrated. The behaviour and relationships between teachers and pupils are very good, and pupils are making good progress. The very good management of the provision for pupils with special educational needs and for pupils with English as an additional language ensures that they have equal access to the opportunities the school provides. All pupils receive full equality of opportunity.
- 20 All statutory requirements are met with the exception of teacher appraisal.

73 The school has addressed most of the weaknesses pointed out in its last inspection in 1996, and it is significantly better than it was. Results have improved over the past few years particularly at Key Stage 2. Pupils' attainment overall is much improved since the last inspection. The focus on research skills and the use of information and communication technology as a major teaching and learning tool which enables pupils to use their basic skills more effectively, although improved, requires further development. This is recognised by the school. The curriculum is broad, balanced and enriched. Detailed schemes of work are in place for all subjects and the delivery of these is monitored and evaluated effectively. The school meets the requirements for collective worship. New teachers have been recruited and are retained so that there is stability for all pupils. The quality of teaching and learning is also greatly improved. The level of parental involvement through working in partnership with parents is considerably better as is the quality of information for parents. Levels of attendance are greatly improved and attendance is now above the national average. The rate of unauthorised absence although improved remains above the national average.

21 The quality of leadership and management, the effective planning of school development, and the significant improvement since the last inspection all lead to the judgement that the school's capacity for further improvement is very good.

74 **Staffing, accommodation and learning resources**

22 Staffing, accommodation and learning resources in the school are good and support the good quality provision. The match of the number, qualifications and experience of both teachers and support staff to the demands of the curriculum, for children under five and pupils at both key stages, is very good. This represents a significant improvement on the position at the last inspection when there were too few full-time staff available at the school. A succession of temporary teachers, in particular at Key Stage 2, had produced an adverse effect on standards of achievement, the quality of learning and behaviour of some pupils. Since then, the school has successfully recruited new teachers and has retained them. There is stability for all pupils, which has a positive effect on both behaviour and attainment. The school also made it a priority to recruit additional classroom support staff. Provision is now very good, with one member of the support staff attached to each class. There are additional support staff for pupils with special educational needs and a trained nursery assistant for the Early Years section of the school. There are three administrative staff, including a well-qualified school bursar. The school has a partnership arrangement with a local university to train a number of student teachers each year.

23 All members of staff work well as a team, both within the classroom and across the school. They are supportive towards each other and helpful to the trainee teachers in the school. Class teachers and classroom assistants co-operate closely over planning and preparations for lessons, and teaching staff pool their subject expertise. These arrangements make the most of skills within the school for the benefit of all pupils and positively support learning and attainment.

24 The school fails to observe statutory requirements for the formal appraisal of teachers. Despite this, arrangements for the induction and professional development of staff are satisfactory. There is a commitment to the 'Investors in People' Standard and the school is currently working towards recognition. As part of this process, there has been practical action to develop the expertise of teachers and all support staff in order to increase their effectiveness. Staff training is appropriately linked to the school's priorities as defined by the school development plan. Subject co-ordinators are well qualified, the mathematics co-ordinator is a leading mathematics teacher in the local education authority for example, and they are also kept up-to-date by attendance on relevant training courses. Training for implementation of the National Literacy

and Numeracy Strategies has been a priority in recent times for all staff. Two nominated support staff have received training in additional literacy support for those pupils who have more difficulty in this area, and all support staff have received training in the literacy hour. There has also been training in mathematics; dyslexia teaching and display work for some support staff and all staff have received ICT training. This has impacted on the quality of teaching, learning and standards and as a result these are all improved. The senior administrative officer is undertaking a qualification in school administration, and catering and premises staff have also attended relevant courses. The effectiveness of training received is monitored and evaluated. The induction of newly qualified teachers is well managed, and there is useful written guidance for all new staff.

- 25 After recent repairs and refurbishment, which entailed significant extra expenditure, the school's accommodation is now satisfactory. The main building has a new roof, outside toilets have been refurbished and more paving and disabled access ramps have been provided. There are sufficient classrooms of adequate size to meet the needs of all teaching groups, including children under five who are housed in a separate building. The deputy headteacher's office and other spaces are available to support pupils who are withdrawn from ordinary lessons for extra tuition. Classrooms are neat and well presented. They have been freshly carpeted and new blinds hung during the past year. The school hall is large and provides adequate space for whole school assemblies, dining arrangements and extra-curricular activities. The library is inadequately stocked, however, but the school also makes use of class based libraries. The school uses its accommodation effectively to support teaching and learning.
- 26 The grounds are of adequate size and have been improved in recent times. There is an adventure play area, and an environmental study area. The school succeeded in obtaining a landscaping grant for a new garden terrace outside the Key Stage 1 classrooms, which is used as a space for teaching during the summer. The playground itself is well used, though it requires some re-surfacing. The parent teacher association paid for new drinking fountains to be installed in the playground last year. There is a separate outdoor play area for children under five, where a new climbing frame has been installed. There is no school field, though the school is able to use the facilities of a nearby school. The grounds are well maintained and secure.
- 27 Resources for learning are adequate overall. There are satisfactory resources for children under five, pupils with special educational needs and to support all subjects of the curriculum. However, sports equipment is in short supply in some areas of the school, and resources for teaching class reading are just adequate at Key Stage 1. The library is under-stocked. There is appropriate audio-visual equipment in classrooms, which are also provided with overhead projectors and white boards. ICT equipment is in good supply, with several computers in all classrooms. This good provision contributes considerably to teaching, learning and attainment. The school makes good use of its governor links with business, obtaining eight redundant computers with monitors and laser printers to form a separately housed ICT suite.
- 28 The school makes good use of outside resources and this improves the overall quality of education. Pupils visit the local library on a regular basis, and the school subscribes to the local education authority learning and resources library. Visiting speakers take part in lessons and assemblies, and the local area is well used as a venue for educational visits.
- 81 **The efficiency of the school**
- 29 The quality of the school's financial planning is excellent. The headteacher, bursar and governors manage the budget very effectively so there is a healthy amount of money available from their prudent management of funds in the past to implement their plans for school improvement in the coming year and future years. This should be seen in the context of three

years as a grant-maintained school, which has recently become a foundation school under the new governance regulations. The school does not hesitate to explore all possible avenues to obtain additional funding both from statutory and other sources.

- 30 The finance committee, with strong support from the bursar, meets regularly and makes appropriate reports and recommendations to the full governing body. All spending decisions are appropriately linked to financial priorities within the school development plan. Strategic financial planning is strong and the school looks about two years ahead in this area of its work within the confines of financial uncertainty in a changing world and changing articles of governance. The effectiveness of spending decisions is evaluated and assessed daily in an informal, but rigorous, manner.
- 31 Teaching, support and all ancillary staff are deployed effectively and efficiently. The school makes generous provision for pupils with special educational needs, through the time dedicated by the SENCO and through additional support from special educational needs and general classroom assistants. The school's ample accommodation is well used with the exception of the library, which is currently inadequately stocked and does not effectively support pupils to develop their independent learning and research skills. There is no shortage of consumable learning resources of any kind and all these are used efficiently and without waste.
- 32 Daily financial control and administration are excellent. The bursar has set up exceptional and original systems and structures to control and manage the finances. The office staff are efficient, hard-working and provide a most important warm welcome on first arrival in the school to all parents and visitors. The strategies employed and executed by the senior administrative officer to improve the attendance rate have proved to be most successful and rewarding to the school and excellent use of that part of her time. The premise officer works very hard to provide a clean and safe environment in which pupils and staff feel secure and well cared for.
- 33 Funds for staff development and those designated for pupils with special educational needs are spent appropriately for the purpose for which they are intended. All staff attend a variety of courses for their professional development to ensure that the appropriate funding for this purpose is used to good effect. Funds for the support and help for pupils with English as an additional language have been wisely used to employ a teacher for this specific purpose, and the effectiveness of this decision is already making a positive and considerable impact on the progress of relevant pupils.
- 34 Unit costs are high in comparison with schools other than those which have assumed similar status in the last three years. This higher income has been spent wisely and effectively resulting in many areas of considerable improvement. Even taking these high unit costs into account, the often good quality teaching, high quality of all school staff, improvements in pupils' attendance and behaviour, very good leadership and management coupled with prudent financial housekeeping, and the considerable improvement since the last inspection, combine to mean that the school gives very good value for money.

87 PART B: CURRICULUM AREAS AND SUBJECTS

87 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

35 The children's attainment on entry is below nationally expected averages, but children make satisfactory progress in each of the six areas of learning. Standards in language and literacy and mathematics are satisfactory and the children are developing an awareness of appropriate behaviour.

88 *Personal and social development*

36 The programme for personal and social development promotes the desirable learning outcomes for children of this age effectively. Children are gaining confidence, for example they answer clearly at registration. They wait patiently for this to start and some children are chosen as helpers to select the correct weather symbol. There are clear rules for behaviour within the school. Children are generally managed well, are made aware of the consequences of their actions and they generally behave in an appropriate manner. Some children still find difficulty in moving about the classrooms correctly, for example climbing over chairs, and although usually checked by staff the approach is not always consistent. Children are made aware of the need to share fairly and take turns and are encouraged to help to tidy up and look after the classroom environment. There are various festivals which are acknowledged in the school, such as Divali, and the displays which are produced are effective in developing the children's awareness of other cultures. Within the school there is an ethos which promotes the individual child and encourages tolerance and understanding. The children express their emotions, for example in showing pleasure when listening to a story. Children generally concentrate and persevere at their chosen tasks, for example using the computer or writing and making notes in the 'office' area. There is a high level of adult support within the school, which is effective in helping the children complete tasks. They choose their own activities, and their opportunities to use their initiative are improving. Children are encouraged to be independent and develop personal independence, for example in putting on and fastening their own coats independence is being reinforced effectively. Mostly children help, for instance to pass round fruit at snack time, although this is not always the case.

89 *Language and literacy*

37 The programme offered in language and literacy is satisfactory. Children are learning to listen, although some still find this a little difficult at times. They generally pay attention during discussion, in physical development and music sessions. Staff work hard to engage children in conversation and through involvement in topic work. For example, the materials they are given promote opportunities to develop their vocabulary. Children express themselves orally, although some are still less articulate than others. Role-play is offered which relates to the current topic; for example children are encouraged to re-enact the story of the 'Three little Pigs'. Books are shared with the children on a regular basis, and they take their books home to share with their parents and carers. They enjoy stories, such as 'The Very Hungry Caterpillar' and are keen to have their chosen book read to them. Some children tell a story from the pictures and are developing an awareness that print has meaning. They recognise their own names, but sometimes opportunities to reinforce word recognition are missed. Some children know the letter names, for example they can spell their own names and they are developing knowledge about the sounds letters make in words. There is a variety of writing and drawing implements for the children to use to practise their skills in making marks and symbols. Some children's work is quite detailed, but others are still at a developmental stage in drawing circles and making crosses. There are examples showing some children writing their own names, using appropriate upper and lower case letters. Those who still find this difficult are encouraged to copy or trace to reinforce their skills.

90 *Mathematics*

- 38 The programme for mathematics is satisfactory. Staff use appropriate mathematical language with the children to count and compare. Posters indicate work on developing ideas about patterns. There is a variety of equipment provided for children to match, sort, order and compare, for example by classifying by colour and size. Opportunities to reinforce ordering from left to right are sometimes not sufficiently emphasised. Children are regularly involved in singing sessions, and some of the songs they know reinforce work on mathematics effectively, for example 'Five Currant Buns'. These opportunities are used well to emphasise solving problems and what happens when one is taken away from a group of objects. Children record their work in a practical way, for example grouping objects into sets on sorting cards. The scheme of work for mathematics is effective in developing the children's skills in mathematics in an orderly and structured way. Plans include extension work for those children who make particularly good progress.

Knowledge and understanding of the world

- 39 The programme for knowledge and understanding of the world is satisfactory. Children are encouraged to talk about themselves. There are topics, for example about materials in buildings, which help the children to think about how buildings are made and their purpose in the environment. Through this work they look closely at texture, similarities and differences in types of manufactured objects. There are living things such as goldfish in the school for the children to observe closely and their drawings of themselves show their record of their observations. Children gain an understanding of the passage of time by learning to sequence daily events and by developing awareness of different stages of personal development. They also explore their own place in recent family history. Pupils gain an understanding of place and climate by exploring the environment of the school and observing seasonal changes in the weather. They make simple pictorial maps of journeys in stories. There are various pieces of equipment for them to explore how things move and work and they use recycled materials to create their own models and build, using large wooden bricks to create their own houses. ICT is being used appropriately to support other areas of the curriculum effectively.

92 *Physical development*

- 40 In physical development, children have good opportunities to explore space and develop bodily control. For example, they have time in the hall to practise running, hopping and jumping. This is useful for the children to develop their skills as some find more complex movements quite difficult. They move imaginatively to songs such as 'Here we go round the Mulberry Bush'. The children stretch high, curl up and use the space to develop their skills in controlled movements. A large climbing frame is being built and when this is complete the children will have further opportunities to climb, balance and jump. At present they use the school hall and the various pieces of equipment there. Staff use other equipment such as bats, balls, hoops and bean bags to develop childrens' skills in throwing, catching and aiming. The balls provided at outdoor play are sometimes too small for young children to handle effectively. These types of resources are in process of being upgraded to a more suitable level for young children. There are many instances of the children using their hands to develop skills in co-ordination and control, such as painting, using malleable materials to make models, making marks and drawing and using the computers to develop keyboard skills.

93 *Creative development*

- 41 In creative work the programme effectively promotes the desirable learning outcomes. Children have regular music sessions with a specialist teacher when they sing, use musical instruments

properly and explore sound effectively. They explore a variety of materials, such as paint, dough, crayons and different materials such as straw, brick and wood. They are encouraged to respond to these experiences, for example to create a fireworks picture. There are opportunities for imaginative play, music and listening to stories. There is a variety of equipment, materials and implements for the children to use to develop their creative work.

- 42 The quality of teaching is satisfactory and staff are deployed effectively to offer the children appropriate support in their activities, especially those with special educational needs. The staff interact well with the children and are aware of their needs. The programme covers the six areas of learning. It is balanced in each area and identifies the desirable learning outcomes. Children undertake a reasonable mix of adult-directed and child-initiated activities. Assessment is carried out regularly and all staff are involved in this process. These assessments are used effectively to inform the future planning and teaching. Children identified as having special educational needs receive good support in their learning and there is equality of access and opportunity in all aspects of the curriculum. The children take books home regularly to read and share with their parents and carers.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 43 In the 1999 tests at Key Stage 1, the percentage of pupils reaching at least the expected level in reading was in line with the national average. The proportion of pupils attaining the higher level was above the national average. In writing, the percentage of pupils reaching both the expected level and a higher level was above the national average. More pupils reach the higher level in reading than in writing. When compared with similar schools, the pupils' overall performance in both reading and writing was well above average. Standards were slightly lower than the previous year, with fewer pupils reaching the higher level in both reading and writing than in 1998. This particularly group had a significant number of pupils with special educational needs.
- 44 At the end of Key Stage 2 in 1999, test results show the percentage of pupils reaching both the expected level and the higher level in English was in line with the national average. In comparison to similar schools, the performance of pupils in English was well above average. This represents a significant improvement on previous years, when results at age 11 were well below average compared with schools nationally.
- 45 The results over the three years from 1997 to 1999 at Key Stage 1 show the performance of pupils improving in both reading and writing from just below average levels. There was, however, a slight fall in overall achievement in 1999. The trend at Key Stage 2 in English shows a significant rise from well below average standards in 1997 and 1998 to match the average in 1999; a year when national figures themselves showed considerable improvement. At both key stages, results have improved faster than national standards from 1997 to 1999.
- 46 There are no significant differences between the results for boys and girls in this subject. Comparatively, girls perform slightly less well than boys in reading, but better than boys in writing at Key Stage 1 and in English overall at Key Stage 2.
- 47 The school emphasises the importance of speaking and listening skills in English lessons and throughout the curriculum. They are developed in discussion with the whole class, in groups, in drama lessons and in presentations made to the class or in assemblies. Teachers insist that pupils listen carefully, speak clearly and take turns to make contributions so that discussions are orderly and sensible. Overall, this creates good standards of speaking and listening. At Key Stage 1, most pupils speak clearly when answering the teachers' questions. They are usually

keen to contribute to discussions. The great majority listen well in lessons. At Key Stage 2, pupils have sound standards of speaking, though some could speak more clearly in whole class discussions. Most are, however, able to express sensible and logical views on a range of topics. They listen particularly well, with close attention to teachers and their peers. Much of the oral work is teacher-led, however. During the inspection there were relatively few opportunities for pupils to take part in discussion with others as part of their work. Standards of speaking in one improvised drama session were satisfactory but lacked some fluency and expression.

- 48 Standards in reading are often good at Key Stage 1. A structured reading scheme is used. Standards indicate an improving picture from the end of Key Stage 1 test results and also reflect the changing pupil population and high mobility at Albemarle. The school develops a range of word attack skills, with a strong emphasis on phonic and word recognition clues. Teachers read aloud expressively to their classes from a range of texts, including well-established children's fiction and folk tales. Pupils choose their own reading books regularly from the library, and other texts are also available. The great majority of pupils know a good range of terms relating to books and read accurately by the end of the key stage, but without much expression when reading aloud. At Key Stage 2, whilst fluency increases, many pupils still do not read aloud with expression. There is, however, some effective work to develop reading skills in line with expectations in the National Literacy Strategy. During the inspection, good shared reading of a range of texts, including poems and newspaper articles, was seen. Pupils responded well and referred to the text and discussed with understanding key aspects of the writer's use of language. Attainment in reading is satisfactory overall at Key Stage 2; pupils are not, however, encouraged to develop their own wider reading more fully.
- 49 Standards in writing are good at Key Stage 1 and at Key Stage 2 they are average. Pupils across the school produce a range of written work, such as stories, descriptions, personal news, factual accounts, play scripts and poems. They are all attempted from an early stage. Imaginative and original expression is encouraged, but there is also an appropriate emphasis on technical aspects of punctuation, spelling and sentence structure. At the end of Key Stage 1, most pupils write simple sentences, correctly demarcated with full stops and capital letters. Original writing by higher attaining pupils is not developed in more detail, however. By the end of Key Stage 2, most pupils organise their work into paragraphs and use punctuation correctly within sentences. All are provided with opportunities to write in a range of styles, though original, creative writing again is not fully developed. There is a structured programme for handwriting in place. By Year 6, most pupils make very good progress in handwriting and presentation skills. Spelling is reasonably accurate.
- 50 ICT equipment is used effectively in English lessons. Children word-process and redraft their work on computer. They also use programs which reinforce their understanding of spelling and dictionary work.
- 51 Pupils' attainments at the age of five are below average. They make good progress in English during Key Stage 1. Progress is maintained at Key Stage 2, with satisfactory standards achieved by age 11. Pupils build upon their previous learning and move forward at a satisfactory pace in developing skills in reading and writing. Pupils with special educational needs also make good progress, in line with their abilities. They are supported well by teaching staff and classroom assistants during lessons - with effective additional literacy support, using national guidance, provided for those who have more difficulty in the subject. Pupils who have greater needs receive well-focused individual help from the special needs co-ordinator.
- 52 Overall, pupils respond well to their work in English. At Key Stage 1, most pupils are keen to co-operate and participate. They concentrate on tasks and work well with each other. In group work, a minority who require a very clear and structured approach can become restless and

waste time. At Key Stage 2, pupils have consistently positive attitudes and contribute well to lessons.

53 At Key Stage 1, teaching overall was satisfactory, with good and better teaching in half of the lessons observed. At Key Stage 2, teaching was good in over half of the lessons, with examples of satisfactory and very good teaching also. Some of the lessons observed in English were small focused groups for pupils with special educational needs. Lessons are well planned with clear objectives for what pupils will learn, matched to their different levels of attainment. Pupils are managed very well, with high levels of discipline. Teachers draw on an effective, detailed scheme of work and have a sound knowledge and understanding of the subject. They use appropriate teaching methods, based firmly upon the framework for the National Literacy Strategy. They set homework and mark work regularly, making helpful comments to highlight pupils' strengths and weaknesses. Assessment of pupils' progress in the subject is satisfactory. The results of assessment are used in the future planning of work and developing teaching strategies; for example, booster classes were introduced last year in Year 6 in preparation for the end of key stage tests. Teachers' expectations in written work, particularly for higher attaining pupils, are not always sufficiently high, and tasks and development of ideas in personal and creative writing are not always extended. Wider, independent reading is not always encouraged at Key Stage 2. On some occasions, lessons can be too much teacher-led. Opportunities for pupils to develop their own learning are lost as a consequence. Pupils are not always encouraged to evaluate their own work and achievements.

54 The subject co-ordinator is knowledgeable and committed to developing standards in the subject further. The co-ordinator gives a good lead to curriculum development and to supporting and monitoring the work of colleagues. There are updated policies for teaching all aspects of the subject. The library is inadequately stocked, however, but the school also makes good use class based libraries and these generally help promote satisfactory standards in the subject. There are insufficient big books and reading aids to support class reading at Key Stage 1.

107

107 *English as an additional language*

55 There are a significant number of pupils from a wide range of ethnic backgrounds. For many, their first language is not English. Some have no prior knowledge of English before joining the school. The school has a clear policy for promoting ethnic minority achievement, and good provision is made for them. They make satisfactory and at times good progress during their time in school.

56 A new co-ordinator for ethnic minority achievement was appointed in September. The co-ordinator has begun to plan and develop work in a meticulous and thorough fashion, with good procedures for identification of individual pupils' language needs in order to target time and support most effectively. Clear targets are set for attainment. There are close links and shared planning with classroom teachers and also with the special needs co-ordinator, for those pupils whose language needs are combined with wider learning difficulties. The co-ordinator involves parents actively in supporting their children, for example with the preparation of dual language tapes, and draws well on the school's links with the community to recruit volunteer helpers who speak other languages. The school also has a very good 'reading partners' scheme, pairing older pupils with those from a similar ethnic background in the reception class. This works well, and the sessions are greatly enjoyed by those who take part. More generally, the co-ordinator has begun to invite prominent personalities from ethnic minority groups to the school to give talks and presentations to pupils, serving as 'role models'. Amongst others earlier this term, Sankha Guha, the BBC presenter, talked to older pupils about his career in television.

Mathematics

- 57 In the 1999 tests at Key Stage 1, the percentage of pupils reaching the expected level in mathematics was in line with the national average. The proportion of pupils attaining the higher level was above the national average. When compared with similar schools the pupils' overall performance was above average. In Key Stage 1, results over recent years show improvement. There is no significant difference between the results of boys and girls.
- 58 In the 1999 tests at Key Stage 2, the percentage of pupils reaching the expected level in mathematics was in line with the national average and for pupils attaining the higher levels was above average. When compared with similar schools the pupils' overall performance was well above the average. There is no significant difference between boys and girls. The pupils in Year 6 are reaching the appropriate standards for their age and there have been significant improvements in the test results for this age group. Standards seen during the inspection in mathematics reflect the results of the end of key stage tests.
- 59 Progress is satisfactory in Key Stage 1 and in Key Stage 2 progress is good. Setting has and is having a beneficial effect on the progress the pupils make in Years 3 to 6. Lower attaining pupils make good progress in both key stages, and extension work is provided through the published scheme which is used for higher attaining pupils. Pupils are extending their knowledge and skills in mental arithmetic and using numbers in Key Stage 1. In Key Stage 2 they handle data and use co-ordinates with increasing confidence.
- 60 Pupils have good attitudes to their work in mathematics. They try hard at their given tasks and enter into lessons with enthusiasm. They concentrate, and work together co-operatively. In most year groups they work hard and listen to the instructions they are given. Behaviour is generally very good and the standard of presentation, especially in Years 4, 5 and 6, is very good.
- 61 The quality of teaching in both key stages is good, in just over a third of lessons at Key Stage 1 teaching was good and at Key Stage 2 three quarters of the teaching was good. In the remaining lessons teaching is never less than satisfactory. When teaching is good there is clear planning and teachers have high expectations for work. The behaviour of pupils is well managed. Teachers generally have good expertise in the subject and use this effectively to help the pupils' learning. Teachers have had appropriate training in the numeracy hour and use these strategies well to develop the pupils' ideas. Lesson are well planned with work for lower attaining pupils and extension provided work for higher attaining pupils. Assessment procedures form part of the planning of lessons and are used well to inform future teaching and learning.
- 62 The requirements of the National Curriculum are met and the provision for mathematics is well organised in the school. Commercial schemes are used. In Year 1 a different scheme is being used as a pilot with the intention of future use in Key Stage 1. The schemes are supplemented with additional commercially produced resources. The co-ordinator has very good expertise in the subject and uses this to good effect to promote the teaching of mathematics in the school. Work in information and communication technology supports progress in mathematics, through data handling and number work. Teachers work well together as a team and are using the schemes appropriately. Samples of the pupils' work are kept and there is an appropriate time allocation for teaching the subject throughout the school. The co-ordinator monitors planning on a regular basis and undertakes classroom observations appropriately; this supports the quality of teaching, learning and standards attained

115 **Science**

- 63 In the 1999 teacher assessments at Key Stage 1, the percentage of pupils reaching the

expected level in science was just below the national average. The proportion of pupils attaining the higher level was well above the national average. When compared with similar schools, the pupils' overall performance in science was above average and was well above the level for the higher levels of attainment. Standards showed a decline on those from 1998, but the group had a large number of pupils with special educational needs.

- 64 At the end of Key Stage 2 in 1999, test results show the percentage of pupils reaching the expected level and higher level was well below the national average. In comparison to similar schools, the performance of pupils reaching the expected level and higher level in science was average. This represents an improvement on previous years, when results at age 11 were well below average compared with schools nationally and were below when compared with similar schools.
- 65 The results over the three years from 1997 to 1999 at Key Stage 1 show the performance of pupils improving in science from just below average levels. There has been no significant trend at Key Stage 2. There are no significant differences between the results for boys and girls in this subject. Comparatively, boys perform slightly less well than girls overall at both key stages. Realistic targets for improvements have been set in science and the school is making good progress towards achieving them.
- 66 The inspection findings are that most pupils attain standards at the level of the national expectation by the ends of both key stages. At the end of Key Stage 2 a small number of pupils are exceeding the national expectation. This is much better than the findings of the school's previous inspection report and from the 1998 end of key stage national tests. Pupils have benefited from the whole school approach to science and the realistic targets for improvement, which are helping to improve pupils' attainment.
- 67 By the age of seven, most pupils have some understanding of the concept of a fair test and they record their findings with increasing accuracy. For example, pupils in Key Stage 1, experiment with light and shadows. In Year 2, they know about aspects of health and safety when using electrical appliances, which are connected to the main electricity. By the age of eleven most, pupils undertake investigations into temperature. In Year 4, pupils predict the warm and cold areas in their classroom, and understand the reasons for such differences. In Year 5, pupils know the life cycle of plants. They know that seeds are part of the living process, and that seeds can be dispersed in different ways. They also know that seeds provide food for animals. In Year 6, pupils study balanced and unbalanced forces. They understand that gravity is a pulling force and that the moon has less gravity than the earth. They know that weight is a force which can be measured. They successfully use a 'Newton forcemeter'. They make predictions and solve problems using mathematical equations. Year 6 pupils explore and devise electronic games and produce and design their own different circuits.
- 68 Pupils make good progress at both key stages. They consolidate their knowledge and understanding through practical science and theoretical lessons. Pupils use specific scientific language with increasing understanding as, for example, when they undertake tests and make observations about light and shadow. They are developing their ability to think why a test needs to be fair, and how they can make it fair. They 'predict' and test hypotheses about hot and cold temperatures. Pupils construct and represent diagrammatically an electrical circuit. They have some knowledge of forces and the effects of friction. They know the causes of day and night. There is good evidence that they use ICT to store, retrieve and present scientific information. Many pupils communicate their ideas clearly, and record their findings in a suitable scientific format. Pupils are refining their ability to undertake practical scientific investigations and to make careful observations. Pupils select their own equipment for experimental activities and make decisions on the suitability of their choices. In both key stages, pupils with special educational needs are making good progress. Pupils receive good support from the learning

support teachers and assistants.

- 69 The majority of the pupils have positive attitudes to their science work. They really enjoy science and are interested and excited by their work. Pupils work well with sustained enthusiasm. They display initiative in solving the problems they are set. They listen attentively to teachers' explanations and instructions, and they particularly enjoy practical work. They are respectful of others' ideas and views. Pupils work well together in pairs or groups during practical work. They share equipment sensibly and treat it with respect and they help to clear away at the end of lessons.
- 70 The quality of teaching in Key Stage 1 is good. At Key Stage 2 it is good and often very good. In the best lessons, teachers use their knowledge and understanding of science to explain scientific ideas clearly, and the use of keywords is reinforced throughout. Teachers are enthusiastic about science, and they create a very good balance between explanation, demonstration and practical work. The balanced approach of a theory preparation lesson in readiness for the practical lesson is very good. Teachers encourage pupils to make careful observations and measurements. Planning for investigative and experimental work is of a good quality. Many teachers emphasise the need for pupils to think why certain things are happening. Effective use is made of resources. Higher attaining pupils are challenged appropriately. Pupils with special educational needs and those with English as an additional language are very well supported in science. The quality of such direct support is having a positive effect on the standards they achieve.
- 71 The subject is effectively managed by an enthusiastic and knowledgeable co-ordinator. A good quality scheme of work, well balanced and clearly linked to the programmes of study in the National Curriculum, is in place. This is helping pupils to achieve higher standards. The school grounds include an environmental area and additional funds have been acquired to develop this and other land in the near future. The scheme of work provides a clear overview of the topics teachers need to cover. The procedures for assessing and recording pupils' progress are satisfactory.

124 OTHER SUBJECTS OR COURSES

Information and communication technology

- 72 By the end of Key Stage 1 in Year 2, the pupils use the computers available to write their stories about the 'Gunpowder Plot' and in Year 1 they create text and print their efforts, for example in compiling prayers for others. By the end of Key Stage 2, pupils develop skills in loading a program for their own use, they change and edit their work, saving this on disc and closing down a program. Year 3 pupils are learning to combine pictures and text and they use a digital camera. They use skills in applying and accessing information satisfactorily. As the pupils go through the school in Key Stage 2 they are given various opportunities to develop their skills. Progress is satisfactory. In Year 4 the pupils build on and consolidate their knowledge developing insight into different forms of information and communication technology, for example fax machines, mobile 'phones and satellites. In Year 5 they make their own graphs to analyse data and then investigate the different methods of presenting their findings appropriately. Pupils in Year 6 are reaching standards, which are to be expected for this age range. Pupils who have special educational needs are making good progress using the computers, for example in using the Internet with confidence. Pupils have good attitudes, they share and co-operate with each other and use the computers well, and behaviour is generally good.
- 73 The quality of teaching is satisfactory. Guidance sheets and planning for teaching are good and good assessment is made of the pupils' achievements. Teachers have clear subject

knowledge and share this with the pupils using appropriate terminology and language to explain either what they are doing or what is happening.

- 74 The policy for information and communication technology is excellent and has been put forward as an exemplar of good practice. Resources are adequate and are being used appropriately. This area was identified for development in the previous inspection and progress in the key issue raised then is satisfactory. There are good plans to continue the development of the area by providing a greater and more sophisticated range of equipment.

127

127 Religious education

- 75 Pupils' attainment at the end of both key stages is broadly in line with the requirements of the locally Agreed Syllabus for religious education. At the time of the last inspection there was insufficient evidence to form a judgement about attainment and progress. All pupils have an understanding of the Bible and know that this is a special book for Christians. By the end of Years 1 and 2, pupils are knowledgeable about Christianity and have a little knowledge of Islam and Judaism. They know that there are special festivals throughout the year which celebrate different beliefs, such as Divali, Hanukkah and Ramadan. Pupils make simple comparisons between different religions. Year 6 pupils have a satisfactory understanding of Christianity and a little understanding of other faiths, including Judaism, Hinduism, and Islam. In Years 3 and 6 pupils are familiar with stories from the New Testament and can find Jerusalem on a map. They discuss how Mary Magdalene and the disciples might have felt on the road to Emaeus. Pupils in Year 6 understand that pilgrimages and journeys are made to special places. They write imaginary letters about their experiences and feelings on such trips. Pupils were enthralled when a visiting artist performed the story of Divali to them. In Year 4 a class member shared photographs of temples taken during a family visit to India. The pupils had been studying special places and they asked many questions of her and learnt a great deal about different cultures and beliefs in India.
- 76 Pupils' progress across the two key stages is satisfactory. Year 1 pupils talk about celebrations and know the significance of Divali, the festival of lights, and that it is a special time celebrated by Hindus and they have made their own divas. Year 2 pupils show satisfactory progress in their understanding of the life of Jesus. They know the names of some of the disciples and consider the different emotions the disciples may have experienced. Key Stage 2 pupils know about different places of worship and can identify key features and make comparisons between Churches, Mosques and Mandirs. Pupils at the school are involved in the JC 2000 project and as a consequence know about the parables in the Bible and can relate aspects of the parables to life today. Year 6 pupils know that most religions have a special naming ceremony and that people from some faiths believe in more than one God.
- 77 Most pupils are interested in the subject and are well behaved. Pupils concentrate well and ask many questions. They are respectful and sensitive to others, their ideas, faiths and traditions. Most are eager to contribute to discussions and share information.
- 78 The quality of teaching is good and occasionally better. This is a significant improvement from the previous inspection, when teaching was satisfactory but restricted. Lessons are well planned and in the best lessons there are clear objectives, whilst these successfully relate to the ability of the pupils. Teachers use effective questioning techniques, combined with clear explanations, which enable pupils to learn and enjoy learning. In most lessons there is good pace and often work is challenging. Teachers have a very good rapport with pupils and are sensitive to the different beliefs that the children have. Often teachers use the pupil's first hand experience of different cultures as a teaching resource, resulting in a rich and shared experience for all.
- 79 The co-ordinator supports staff by giving advice and help with resources. A new policy and scheme of work are in place, in line with the locally Agreed Syllabus. The scheme of work has related options and resources and this is most helpful for teachers to choose from. The co-ordinator has attended in-service training and is fully aware of future developments for the subject. The locally Agreed Syllabus has recently been reviewed and updated. There are a good variety of artefacts to extend pupils' knowledge and understanding. Visits to places of worship enhance the provision of religious education within the school. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.

- 80 Pupil's attainment has improved since the last inspection when it was judged to be unsatisfactory at Key Stage 2. Pupils with special educational needs are supported well and they make good progress.
- 81 Year 1 pupils use their skills satisfactorily; with adult support they draw around each other and produce life size paper silhouettes and cut these out carefully. They explore colour mixing and study the work of Van Gogh. Some have produced some interesting portraits based on this work using a similar style of dots and lines. Year 2 pupils experiment with pastels and produce vibrant fireworks pictures. They have also studied still life and looked at the shapes and form of fruit and vegetables and reproduced these, improving their observational and recording skills. Some have developed these further and made papier-mache sculptures. Year 3 pupils study the work of Georges Seurat and produce sections of the painting 'Sunday Afternoon on the Island of La Grande Jatte' in abstract form. Pupils in Year 3 also make card and paper masks. Year 4 pupils research using ICT and access several famous paintings from the Louvre. They experiment with pastels and, influenced by the work of Paul Signac, produce interesting harbour scenes. Year 5 pupils study portraiture and they have produced portraits of Henry VIII's wives. There are some good oil pastel studies and evaluations of the work of Paul Cezanne. Year 5 pupils are well informed about rangoli patterns and design and create their own symmetrical patterns. Year 6 pupils show developing skills in producing self-portraits. Throughout the school, pupils make connections with other artists and they often express their preferences using subject specific language. Development of critical skills is good. Pupils use a range of media, materials and tools satisfactorily to develop their making skills. There is some evidence of three-dimensional work and larger scale work on display about the school, for example illustrating characters and events from favourite stories. There is some excellent work derived from a study of art and craftwork from Bapende, Southern Zaire. These show superb studies and examples of masks, simple rug making, embroidery and printed cloth. Pupils have also made masks and shields. This successfully heightens their awareness of art from different cultures and traditions.
- 82 Pupils at both key stages make satisfactory and frequently good progress as they move through the school. This is an improvement since the previous report. The quality of teaching and provision of a good range of materials enable pupils to explore and experiment with different media. Younger pupils explore the qualities of paint and pastels and they increase hand-eye co-ordination and control of tools. Older pupils show improved observational and recording skills when drawing and painting. A good feature of pupils' progress in both key stages is the increasing understanding and knowledge of the work of different artists from different periods and cultures.
- 83 Pupils' attitudes are good and they enjoy art. Almost all pupils listen attentively and particularly enjoy practical work. They share tools and materials and maintain interest well. Behaviour is good.
- 84 The quality of teaching is good. This is an improvement from the last inspection, when some unsatisfactory teaching was observed. The quality of planning is good, again an improvement since the last inspection. Teachers have clear learning objectives. They are confident practitioners and have a secure knowledge and understanding of the skills they plan to develop and demonstrate to pupils. These are all significant improvements since the last inspection when learning objectives were judged to be unclear and knowledge and expertise were insecure. Expectations of work and behaviour are good overall. The use of classroom space and accessibility of materials for pupils are well organised. Resources are carefully selected and there is appropriate choice. On-going assessment and sampling are used effectively to provide constructive criticism, and many opportunities are given for pupils to decide for

themselves how they might improve their work. There is a thriving art club, in which pupils were studying and painting fish in readiness for the millennium project JC 2000.

85 The scheme of work is good and provides very effectively for pupils to make continuous progress. The requirements of the National Curriculum are met. All these features represent significant improvements since the last inspection. The co-ordinator is clear about the strengths and areas for future development in art. Art has a high profile in the school. The quality of display around the school in classrooms and the public area successfully celebrates pupils' achievements.

138 **Design and technology**

86 It was possible to observe only a small number of design and technology lessons during the period of inspection. Judgements are also based on the examination of pupils' work, teachers' planning and discussions with staff and pupils. The work produced is appropriate for the ages of the pupils. Progress is satisfactory at both key stages, and there is clear evidence that standards are similar to those found at the time of the last inspection. This evidence indicates that standards are average for the age at both key stages.

87 In Years 1 and 2, pupils plan, make and generate designs to decorate simple lampshades using paints and card. They choose the appropriate materials. Pupils have discussed favourite foods and talked about diet and healthy eating. Several have made replicas of their favourite meal. Year 4 and 5 pupils have researched and examined commercial packages to determine the appropriate packaging for their own food wrappers. They have collected information about different food wrappings, considered best designs and produced their own using an ICT program and evaluated the outcomes. Pupils have applied their knowledge to select ideas for a money container and described and reviewed their design proposals. Year 5 pupils have studied different recipes and they know that these are instructional texts. They have produced their own beautifully presented illustrated recipes for making tea, carrot cake, curry, pizza and cheeseburgers. Year 2 pupils on a visit to a local supermarket during the inspection also made a pizza during their visit. Year 6 pupils have used a digital camera and have manipulated the images on the computer to form part of a classroom display. They consider the use of technology in everyday activities, and there are many examples of this about the school. Year 6 pupils devise electronic circuit games. They use technology to solve simple problems and produce a design specification to develop their own design proposal.

88 Progress, including that of pupils with special educational needs, is satisfactory. Younger pupils use pictures for their designs and annotate them. Plans are more detailed as they move up through the school. Pupils describe their work and use appropriate and specific vocabulary; they also suggest and justify changes to their work. Older pupils explain their designs, and describe different methods tried and their work shows knowledge of simple tools and materials. Discussion with pupils indicates that they enjoy the subject. They are enthusiastic about the process of making and are keen to describe the products they have made. They are aware of the safety issues when working with tools

89 Very little teaching was observed during the inspection but an overall judgement on the standard of teaching is that it is at least satisfactory. Examination of planning and work seen indicates that teachers have a good understanding of the requirements for design and technology. Pupils are taught specific skills of designing, planning and making and they are encouraged to evaluate their work as it progresses. The co-ordinator is fully informed and has a clear understanding for future developments. There is a good policy for the subject and appropriate schemes of work are in place with in-built assessment procedures. Assessment is used to inform future planning and curriculum development. These are all improvements since the last inspection.

142 **Geography**

- 90 It was possible to observe only a small number of geography lessons during the period of inspection. Judgements are also based on the examination of pupils' work, teachers' planning and discussions with staff and pupils. The work produced is appropriate for the ages of the pupils. Progress is satisfactory at both key stages, and there is clear evidence that study of the subject provides worthwhile experiences for pupils. This is in line with the main findings at Key Stage 1 in the last report but represents an improvement at Key Stage 2, where standards of achievement were considered unsatisfactory.
- 91 Pupils at Key Stage 1 make satisfactory progress in developing knowledge of maps, and in understanding directional language. They produce clear plans, with colour-coded keys, of specific features in the environment around the school and journeys in the local area. Towards the end of the key stage, they know the main points of the compass and trace journeys on simplified maps of the area. Year 2 pupils successfully traced the route taken by the class for a visit to the local supermarket which took place during the inspection. The schemes of work allow for pupils to consider what it would be like to live on an island, and to reflect on differences observed in journeys to the seaside. There is no structured comparison of a contrasting locality either in this country or overseas, however. Some opportunities for developing understanding of the main physical and human features, including how land and buildings are used, are therefore lost.
- 92 At Key Stage 2, pupils continue to make satisfactory progress. They study maps of this country and locate the chief cities. They study maps of the world and plan long-distance journeys from one country to another. They undertake fieldwork, including studies of the weather and facilities available in the local area. In one lesson observed, Year 4 pupils made satisfactory progress in developing a questionnaire as the basis for a survey of the use of leisure time. Pupils also develop a good understanding of environmental issues both in the locality of the school and more generally. They identify ways in which the environment of the school might be improved, and can form judgements about the impact of different methods of transport on an area. Throughout the key stage, pupils make satisfactory progress in using correct geographical terms such as 'landscape', 'rural', 'urban', 'delta', 'deposition' and 'erosion'. They also study the main features of other countries, for example Japan. The school plans to introduce work on a comparison with a village in Brazil, as a contrasting locality.
- 93 Teaching observed was satisfactory at Key Stage 1 and good at Key Stage 2. Lessons are well planned, with clear learning objectives. Pupils respond well. Teachers make satisfactory use of resources, which are adequate for the subject. They make good use of the local area for fieldwork. The school does not teach the full National Curriculum Programme of Study but selects an appropriate range of topics, exercising the discretion currently allowed following the introduction of the National Literacy and Numeracy Strategies. A sound scheme of work has been drawn up by the co-ordinator for the subject, however, which draws on national exemplars. Topics chosen are considered thoroughly, promoting the development of relevant geographical skills.

146 **History**

- 94 The work seen in history is at a level appropriate to the ages of the pupils. Pupils make satisfactory progress at both key stages. This represents an improvement on the main findings of the previous inspection when standards of achievement were, in many cases, unsatisfactory.
- 95 At Key Stage 1, pupils begin to acquire more systematic knowledge of key events and the lives of famous people. They learn, for example, the story of Guy Fawkes in the context of bonfire night celebrations. During the inspection, Year 2 also studied the life of Florence Nightingale.

Most pupils had a satisfactory understanding of the main events in her life story. Higher attaining pupils could explain the central features of how hospitals and the treatment of patients changed as a result of her work. Towards the end of the key stage, the majority of pupils also have a good grasp of chronology. They sequence events and objects, including changes in costume and transport, and use common words relating to the passing of time with understanding.

- 96 At Key Stage 2, pupils in Year 5 were studying life in Tudor England. They have a satisfactory knowledge and understanding of the life of Henry VIII and his place in the chronology of the Tudor royal family. They also find out about everyday life in town and country settings and differences between the lives of rich and poor in the period. The latter includes the study of costume, furniture and standards of housing. By the time they reach Year 6, most pupils are developing a satisfactory ability to use a variety of primary and secondary sources to discover information about the past. They use historical artefacts, pictures, reference books and ICT to find out about life in Britain during the Second World War, and describe the impact of the war on some aspects of the lives of the population, in particular those who were children at the time. The experience of wartime evacuees was also effectively explored as a theme in an improvised drama session. Whilst pupils build up an appropriate body of knowledge, there is less evidence of the development of more demanding skills of historical interpretation, including the ability to evaluate evidence and make judgements about the reliability of sources. There is some under-achievement by higher attaining pupils at Key Stage 2 in this respect.
- 97 Most pupils show an interest in history, and behaviour is good in lessons. They listen attentively to teachers and settle down to work quickly. Presentation of work is good, with some very good classroom displays of photographs, artwork and writing based on historical study. This includes a striking and imaginative representation of an Egyptian tomb in Year 3's classroom.
- 98 Only a small number of lessons were observed, but teaching overall is satisfactory at both key stages. Teachers use correct historical terminology and encourage the pupils to do the same. They plan and organise their lessons well, making links with other subjects in the curriculum and sharing learning objectives with pupils. Good use is made of resources, including videotapes, research databases and a limited range of historical artefacts. Educational visits enhance the subject, in particular at Key Stage 2 with visits to the local museum, the National Gallery and Hampton Court over the past year. Expectations are not always sufficiently high for higher attaining pupils at Key Stage 2, both in terms of more demanding historical skills and the further development of written work. The school does not teach the whole of the National Curriculum Programme of Study for history, but uses the discretion currently to select an appropriate range of topics. A satisfactory scheme of work has been drawn up by the co-ordinator for the subject, which creates an appropriate balance, drawing on national guidance materials. The subject makes a good contribution to the pupils' social and cultural development.

151 **Music**

- 99 Standards in music in both key stages are satisfactory. At Key Stage 1, attainment is sometimes good. Progress in both key stages is good, due to the effective teaching the pupils receive. Pupils are taught, on a weekly basis by a specialist teacher in partnership with class teachers. This is an effective strategy for offering the pupils good expertise, whilst enabling class teachers to be fully involved in the planning and delivery of the music syllabus. Pupils achieve well at Key Stage 1 and demonstrate good skill using percussion instruments, sing tunefully and keep good time. They know a variety of songs with appropriate actions and participate in these with enthusiasm. In Key Stage 2 the pupils are given appropriate guidance in the use of musical instruments and how to use them to best effect. They have suitable experiences in listening to and comparing different types of music, some from other cultures. By Year 6 the pupils use notation correctly, with treble and bass clefs, bars and bar lines and

interpret these as music. They sing tunefully and are developing keyboard skills effectively. Songs are relevant to topics being studied and historical aspects are discussed, for example music hall songs and tunes from the two world wars are being taught.

- 100 Pupils' responses are satisfactory to very good. In Key Stage 1, the very good behaviour is due to the enthusiasm and motivation to participate which enhances the pupils' learning. They are very active participants in their lessons. In Key Stage 2 pupils' response is satisfactory overall and they are also keen to be active in their learning.
- 101 The teaching is of good quality. This is due to good knowledge and understanding of the subject, both in teaching the formal elements of music and achieving appropriate performance through the development of techniques. Classroom management and organisation are good, teaching instructions are given in a relaxed and unhurried way whilst maintaining a good pace. Planning is effective and devised collaboratively by the specialist and class teachers. The programme offers balance over the year, with the aspects of the music curriculum being addressed effectively and reinforced with more in-depth teaching from the specialist teacher.
- 102 There is no co-ordinator for music at present, but plans are monitored by the headteacher and deputy headteacher. The headteacher is aware of the different musical activities which take place throughout the school. Music forms part of the daily life of the school, for example composers are studied each week, and music features in work in other areas, such as developing awareness of other cultures. There are regular visitors to the school to share their expertise in music, for example brass instrumentalists. Some members of staff have expertise, such as playing the flute and piano, which they occasionally share with the pupils. There is instrumental work carried out and various productions take place, with the help of the visiting specialist teacher. For instance the pupils are involved in a concert at Christmas for other groups in the community. There is a good range of recording and audio equipment in the school and CDs are used well to give the pupils insight into different types of music from different backgrounds, eras and cultures.

155 **Physical education**

- 103 By the time the pupils are in Year 6 at the end of Key Stage 2 they have reached satisfactory standards. Their ability to move quickly, with co-ordination, control and a degree of imagination is appropriate. They work individually in pairs or as a group. The development of their skills in travelling and developing sequences of movement, with an appropriate style for jumping and landing, is sound. In Year 5, the pupils travel in different directions using different parts of their bodies. In Key Stage 1, pupils develop appropriate skills in games, they weave in and out and use and handle equipment such as hockey sticks properly. In Year 1 they use space appropriately and develop their skills in aiming at a target. Attainment in swimming is satisfactory, with already 50 percent of the pupils in Year 6 having achieved 25 metres and several exceeding this, some by over 300 metres.
- 104 Progress is good in Key Stage 2. The pupils are developing increasing confidence in their skills in swimming, games and other physical pursuits. They refine their own movements and skills, for example when jumping and developing techniques to perfect a 'tuck' jump. Pupils with special educational needs also make good progress and the other pupils' reactions to their achievements are very encouraging and a pleasure to witness. Progress in Key Stage 1 is satisfactory and the pupils are learning various skills in playing games and using equipment to catch, aim and strike a target.
- 105 Attitudes to learning are good in both key stages. Pupils demonstrate good self-control, are attentive and pay good heed to issues of safety. They collaborate well and interact appropriately during these sessions, both in distributing, arranging and retrieving apparatus and

in organising themselves for different activities. In Year 6, they evaluate the performance of each other, and their attitudes are positive and mature.

106 The quality of teaching is good and it is delivered with enthusiasm and a good idea of pace and challenge. Lessons are well planned and thought through, with good attention to detail and the pupils' progress is benefiting as a result.

107 The policy for physical education is good, with clear guidance for staff, and issues of safety are addressed. However, in the hall there are sometimes a few chairs and tables around the perimeter which present obstacles for the pupils in their activities. There is a good range of extra curricular activities for the pupils to select. The hall with appropriate facilities is of a reasonable size; the outdoor area, although not large, has been equipped for the pupils to develop their skills. Pupils take turns class by class to use this equipment at playtimes. The school makes good use of a nearby swimming pool and grounds for sports activities. The outdoor residential trip to Osmington Bay enables many pupils to take part in a variety of activities, such as absailing, quad bikes, go-karting, trampolining and tackling an assault course.

160 *Swimming*

108 The inspection of the school included a focused view of swimming. Fifty per cent of the present Year 6 already swim 25 metres; several have made such progress that they can swim far beyond this, and have achieved 400 metres. Two thirds swim confidently and safely across the width of the pool and they are all developing confidence in the water. They are given good instruction on how to use floats to assist them and put their heads below the water line. They are taught a variety of strokes to propel themselves through the water, such as breast stroke, crawl, backstroke and butterfly. Discipline in the swimming pool is firm and pupils are encouraged to listen carefully to instructions and to comply with them. The teaching of swimming by a private company is good; teachers from the school are involved in the swimming session. All strive to give the pupils confidence in their abilities. Behaviour in these sessions is good, pupils co-operate and change quickly so as not to waste any swimming time. At the end of the session there is a free activity time, when they use the variety of floats which are available. There is a swimming gala held by the school in the summer term. In order for the school to take the pupils swimming every week, the parents have agreed that they return slightly later to the school, which provides a good length of session for the pupils.

PART C: INSPECTION DATA

161

161 SUMMARY OF INSPECTION EVIDENCE

109 The team consisted of four inspectors, including a lay inspector, who spent a total of 14.5 inspector days in school. The inspection team:

- spent over 59 hours observing lessons and reviewing pupils' work
- attended a sample of registration sessions.
- attended assemblies.
- had lunch with the pupils on several days.
- observed pupils' arrival at and departure from school.
- observed most teachers present at least once and most several times.
- had discussions with the headteacher, teaching and non-teaching staff, the chairman of governors, other governors and learning support assistants visiting school.
- reviewed all the available written work of a representative sample of pupils from each class.
- held informal discussions with many pupils.
- analysed a large amount of documentation provided by the school both before and during the inspection including: school prospectus; school policies; the governors' annual report to parents; minutes of governors' meetings; financial statements; the school development plan; subject policies and planning; pupils' records and reports, including those for pupils with special educational needs.
- held a meeting attended by 5 parents and considered 24 responses from parents to a questionnaire asking about their views of the school. Three written responses were also received.

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 – Y7	181	0	69	84
Nursery Unit/School	39	-	-	-

TEACHERS AND CLASSES

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	10.50
Number of pupils per qualified teacher	17.24:1

Education learning support assistants (YR – Y6)

Total number of education learning support assistants	8
Total aggregate hours worked each week	175.0

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	17:24

Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	56.0

Average class size:	25.9
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FINANCIAL DATA

Financial year:

1998

	£
Total income	612,250
Total expenditure	558,660
Expenditure per pupils	2,623
Balance brought forward from previous year	61,664
Balance carried forward to next year	115,254

PARENTAL SURVEY

Number of questionnaires sent out:

181

Number of questionnaires returned:

24

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	16	79	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	58	4	0	0
The school handles complaints from parents well	21	56	13	4	4
The school gives me a clear understanding of what is taught	12	79	8	0	0
The school keeps me well informed about my child(ren)'s progress	25	75	0	0	0
The school enables my child(ren) to achieve a good standard of work	29	58	8	4	0
The school encourages children to get involved in more than just their daily lessons	12	79	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	58	16	4	0
The school's values and attitudes have a positive effect on my child(ren)	8	83	4	0	0
The school achieves high standards of good behaviour	16	62	20	0	0
My child(ren) like(s) school	47	43	8	0	0

Other issues raised by parents

Three written comments were received.