

INSPECTION REPORT

Shottery St. Andrew C.E. Primary School

Stratford-upon-Avon

LEA area : Warwickshire

Unique Reference Number : 125646

Headteacher : Mr Colin Sheldon

Reporting inspector : Mr. Hugh Protherough

OIN : 8339

Dates of inspection : 27th to 29th September 1999

Under OFSTED contract number: 707852

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline
Tel. 0171421 6567

INFORMATION ABOUT THE SCHOOL

Type of school : Mixed

Type of control : Voluntary Controlled

Age range of pupils : 4 – 11 years

Gender of pupils : Mixed

School address : Hathaway Lane
Stratford-upon-Avon
Warwickshire
CV37 9BL

Telephone number : 01789 551508

Fax number : 01789 551509

Appropriate authority : The governing body

Name of chair of governors : Mrs Mirren Campbell-Baldwin

Date of previous inspection : 12th – 14th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Hugh Protherough, Registered Inspector	English	Attainment and progress
	Information technology	The quality of teaching
	Religious education	Leadership and management
	Physical education	Staffing, accommodation and learning resources
	Special educational needs	The efficiency of the school
	Equal opportunities	
Meg Hackney, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Janet Edwards, Team Inspector	Mathematics	The curriculum and assessment
	Science	The pupils' spiritual, moral, social and cultural development
	Design and technology	
	History	
	Geography	
	Art	
	Music	
	The education of children under the age of five.	

The inspection contractor was:

Mr Hugh Protherough
 PO Box 396
 Banbury S.O.
 OX15 5XJ
 Telephone : 01608 730435

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
 The Office for Standards in Education
 Alexandra House
 33 Kingsway

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 5
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 6 - 20
Attitudes, behaviour and personal development 21 - 23
Attendance 24

Quality of education provided

Teaching 25 - 34
The curriculum and assessment 35 - 41
Pupils' spiritual, moral, social and cultural development 42 - 46
Support, guidance and pupils' welfare 47 - 51
Partnership with parents and the community 52 - 56

The management and efficiency of the school

Leadership and management 57 - 61
Staffing, accommodation and learning resources 62 - 66
The efficiency of the school 67 - 71

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 72 - 80
English, mathematics and science 81 - 110
Other subjects or courses 111 - 126

PART C: INSPECTION DATA

Summary of inspection evidence

Data and indicators

MAIN FINDINGS

What the school does well

- The school has a very good ethos. Teachers and pupils work together purposefully with a strong sense of mutual respect and trust. Relationships are harmonious.
- Standards have steadily improved in recent years. By the age of eleven standards in English are well above the national average. In mathematics and science they are above average.
- The leadership and management of the school are more purposeful than at the time of the last inspection. The governing body has a firmer grasp of its responsibilities and all teachers now take greater responsibility for managing the curriculum.
- As a result of this effective teamwork the quality of teaching has improved and is good throughout the school.
- The school's curriculum now has a clearer structure that assists teachers in planning challenging lessons.
- The deployment of classroom assistants is extremely effective and makes a valuable contribution to the success of many lessons.
- The school has established a strong partnership with its parents and plays an active part within the local community.
- Levels of pupil attendance are very good.

Where the school has weaknesses

- I. The length of the school day for pupils in Key Stage 2 is about an hour a week less than the nationally recommended time of 23.5 hours.
- II. The school lacks a formal curriculum structure to ensure that its good policy for personal, health and sex education is delivered consistently. There is currently no policy to indicate how pupils are to be made aware of the dangers of the misuse of drugs.
- III. The headteacher does not have a job description. Opportunities for staff to discuss their performance and to review their own job descriptions are too infrequent.

The school has many strengths and few weaknesses. The weaknesses will form the basis for the governors' action plan that will be circulated to all parents.

How the school has improved since the last inspection

The school has made good improvement since the time of the last inspection. The leadership has now established a comprehensive set of policies and procedures that have contributed to far greater consistency in approaches to planning and teaching. As a result standards in many subjects have improved, but especially so in English, mathematics and information technology. The quality of teaching has improved and almost a half of those lessons observed were of a very good quality and most of the rest were good.

The governing body has responded positively to the findings of the last inspection. It sets out its priorities clearly in the school development plan, monitors and evaluates progress and ensures that every governor is involved in at least one subject of the school curriculum. The governors have been fully involved in drawing up school policies and they have a good overview of how the school is placed and what needs to be done next to sustain future improvement. Statutory requirements are met in full with the exception of a policy for raising the pupils' awareness of the dangers of the misuse of drugs.

The school is well placed to sustain future improvement.

• **Standards in subjects**

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

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

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The table shows that pupils achieved standards in English and mathematics that were well above the national average. Their results in science were similar to the national average. When compared with the results of pupils from similar schools the standards continued to be well above average in mathematics and in English were in the top five per cent. However, in this comparison the results in science were below average.

The numbers of pupils taking the tests each year is quite small. This leads occasionally to fluctuation in results. Nevertheless, inspection findings confirm that, in line with the trends of the past three years, standards are secure. By the time the pupils leave school at age eleven the proportion attaining the nationally expected levels in English are high and well above average. In mathematics and science the results of the 1999 tests and a scrutiny of current work indicate that standards at the end of Key Stage are above average. Standards are much higher than those reported at the time of the last inspection. The pupils throughout the school are making good progress.

The quality of pupils' work in information technology has improved and is in line with the expected levels because computers are being used more frequently. The standard of pupils' work in religious education is in line with the levels described in the locally agreed syllabus. The quality of the pupils' work in the other subjects of the National Curriculum generally exceeds the expected levels.

• **Quality of teaching**

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

The quality of teaching at the school has greatly improved since the time of the last full inspection and is now consistently good. During the course of the inspection almost a half of lessons were judged to be very good or better. Four out of five were of good quality. The remainder was satisfactory. No unsatisfactory teaching was observed.

The good teaching results in good progress being made by the pupils as they move through the school. Within the sample of lessons observed there is no significant variation in the proportion of good and very good teaching for either the under fives or Key Stages 1 and 2.

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	Very good. Pupils behave well both in and out of lessons and act responsibly at all times.
Attendance	Very good. Levels of attendance are much higher than average.
Ethos*	Very good. The harmonious relationships and positive attitudes of the pupils are built on successfully by the teachers who help the children to succeed and attain high standards.
Leadership and management	Good. There is a far clearer sense of purpose and direction to the work of the school than at the time of the last inspection. Governors and staff are far more effective in planning for the future development of the school.
Curriculum	Good. The school provides the full breadth of the National Curriculum. However, the school lacks a formal programme for teaching personal, social and health education. The length of the school day is too short in Key Stage 2.
Pupils with special educational needs	Good. These pupils are effectively supported within class and make good progress towards the targets within their individual education plans.
Spiritual, moral, social and cultural development	Good.
Staffing, resources and accommodation	Satisfactory overall. There are good numbers of appropriately trained and qualified staff. Levels of resources are adequate. However, the school's accommodation is compact and this limits the scope for activities such as physical education.
Value for money	Although the cost of educating pupils at the school is much higher than usual, the pupils are well taught and as a result make good progress and attain standards that are above average. Therefore the school clearly offers satisfactory value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>IV. The friendly, welcoming and caring ethos.</p> <p>V. The accessibility of headteacher and staff to discuss children's progress.</p> <p>VI. The good behaviour and politeness of the children.</p> <p>VII. The way that children look after each other at work and play.</p> <p>VIII. The range of educational visits, sporting and cultural activities offered.</p> <p>IX. The emphasis on developing literacy at an early age.</p>	<p>X. Parents are divided about homework. Many are in seeks greater consistency of practice and better quality</p>

The inspection agrees with the many positive views expressed by the majority of parents. Although parents' views on homework are divided, during the inspection homework was set on a regular basis in line with school policy. However, the school might usefully consider ways of communicating the precise nature of homework tasks to parents so that there is no room for misunderstanding.

KEY ISSUES FOR ACTION

In order to raise standards still further and improve the quality of education provided by the school, the headteacher, governing board and staff should now:

1. Extend the length of the school day for pupils in Key Stage 2 so that it meets the recommended minimum. (Paragraph 36)
2. Extend the school's policy for health and sex education so that there is a programme for teaching these important aspects [including raising pupils' awareness of the dangers of the misuse of drugs] that will build on much of the current informal; but effective work seen during the inspection. (Paragraphs 35 and 50)
3. Devise a job description for the headteacher.
Ensure that the performance of teachers is appraised in line with current legislation and guidance. (Paragraph 63)

In addition the governors should consider the following, less serious weaknesses for inclusion in their action plan:

- Consider how the information gathered from the monitoring visits of governors, headteacher and subject co-ordinators will be used to inform future development planning and training needs. (Paragraph 60)
- Devise a system to record when parents are notified that their child has been placed on the register of special educational needs. (Paragraph 61)
- Consider ways of communicating the precise nature of homework tasks to parents so that there is no room for misunderstanding. (Paragraph 34)

· INTRODUCTION

Characteristics of the school

1. St. Andrew's is a small primary school serving the village of Shottery and the western edge of Stratford-upon-Avon. There are 80 pupils on roll comprising 38 boys and 42 girls. There are generally around twelve pupils in each year group, but last year there were fewer in Year 6. Most of the pupils attending the school come from the local area, but a few travel from further afield. Socially their backgrounds are varied but most come from privately owned housing and almost all the families have at least one parent in work. This is reflected in the fact that only 7 per cent of pupils are entitled to free school meals. Almost all the pupils are of white ethnic origin.
2. The ability of most of the pupils on entry is above average. The majority has attended some form of pre-school playgroup or private nursery. However, there is a full range of abilities within the school, including a few pupils with special educational needs. At the moment fifteen pupils are on the school's register for special educational needs, which at 20 per cent of the school roll is similar to the national average. However, all these pupils are at stages one and two, the lower end of the scale outlined within the code of practice. There is no pupil with a statement of special educational need.
3. Pupils are admitted in the September of the academic year in which they will become five. Priority is given to those pupils living within the school's priority area as set out by the local education authority. This term there are ten pupils under the age of five being taught in the infant class alongside eight Year 1 pupils and six from Year 2.
4. There have been some recent significant developments at the school. Following thorough evaluation of the progress made during the first year of the literacy hour it was decided to re-structure arrangements so that pupils are taught in three groups; the first containing Years 1 and 2, the second Years 3 and 4, the third Years 5 and 6. An additional classroom assistant has been employed to provide a modified literacy programme for the youngest children in their reception year.
5. The aim of the school is "to provide a high quality education in a happy, supportive environment in which children lead fulfilling lives, develop caring attitudes towards others and positive attitudes to learning."

The current priorities of the development plan include:

- the introduction of the national numeracy strategy;
- devising home-school agreements;
- extending the use of information technology through the school;
- revising the school policy on Assessment, Recording and Reporting;
- preparing for the New National Curriculum Orders.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	7	5	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6	7	7
	Girls	5	5	5
	Total	11	12	12
Percentage at NC Level 2 or above	School	92	100	100
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	7	6
	Girls	5	5	5
	Total	12	12	11
Percentage at NC Level 2 or above	School	100	100	92
	National	81 (79)	85 (82)	86 (84)

¹

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	7	5	12

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	5	5
	Girls	4	3	3
	Total	10	8	8
Percentage at NC Level 4 or above	School	83	67	67
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	6	7
	Girls	5	4	5
	Total	12	10	12
Percentage at NC Level 4 or above	School	100	83	100
	National	65 (63)	65 (64)	72 (69)

Attendance

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

		%
Authorised Absence	School	3.6
	National comparative data	5.6
Unauthorised Absence	School	0.3
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	48
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

1. Since the last inspection the standards of pupils' attainment have improved throughout the school. More consistent approaches to planning and teaching have led to faster pupil progress and an increase in the number of pupils reaching the expected levels and beyond.
2. In the national tests of 1998 the results show that the pupils at the end of Key Stage 1 attained standards in reading, writing and mathematics that are well above average when compared with both schools nationally and those of a similar type. The result of the teachers' assessments of pupils' work in science for this year also suggests that standards are well above average.
3. The results of the national tests of 1998 show that in comparison with schools nationally pupils at the end of Key Stage 2 are attaining standards in English and mathematics that are well above the national average. In science standards are similar to the national average. When compared with the results of pupils from similar backgrounds the standards continue to be well above average in mathematics, and in English are in the top five per cent. However, in this comparison the results in science are below average.
4. There is considerable danger in attaching too much statistical significance to the overall results of a small school such as St. Andrew. Each year's cohort of pupils is small, gender groups may contain imbalance, and the presence of one or two pupils with special educational needs can have a considerable impact upon the average points score for the year. Nevertheless, it is evident from analysis of the results of the past three years that pupils' performance at the end of Key Stage 1 has consistently outstripped the national average in reading, writing and mathematics. Both boys and girls make good progress and are doing well. Inspection findings supported by the most recent set of national test results confirm that by the age of seven standards of literacy are well above average and in mathematics and science are above average.
5. The picture at the end of Key Stage 2 is more mixed. The pupils' performance in English is well above the national average and results have risen steadily over three years so that both girls and boys are almost six months in advance of the level expected of eleven-year-olds nationally. In mathematics the results have fluctuated, but over a three-year period the performance of pupils is very slightly above the national average. The pupils' results in science are similar to the national average and again are very slightly above this level. Although the performance of boys and girls is similar in mathematics, the test data suggest that the performance of boys in science is better than that of the girls. However, inspection analysis of recent test results reveals no significant imbalance in the performance of boys and girls. Taken overall, by the time that pupils leave the school standards are secure. Inspection findings confirm that at the age of eleven standards of literacy continue to be well above average. The results of the 1999 tests were very good indeed with all pupils reaching the expected level. The pupils' performance in mathematics and science is above average. Although the proportion of pupils reaching the expected level in the 1999 tests dropped slightly in mathematics, it rose further in science with almost a third of pupils reaching beyond the expected level. The school is well placed to meet its targets for literacy and numeracy.
6. Those pupils entering the school under the age of five represent a wide range of abilities, but taken overall are of above average ability. Most children have already attended playgroup or private nursery and most are ready for full time school. The pupils are making good progress and have settled quickly in the routines of the infant classroom. This is evident in the confident way that most children approach their teachers and other adults. They ask questions and talk willingly about their work, friends and families. Most are familiar with books and will chat about favourite stories. They enjoy using paints, crayons and pencils to communicate their thoughts and ideas so that a significant number arrive at school as confident artists and are able to write their own name. Many recognise letters and understand that these are what are used to form words. In mathematics most pupils count small sets of objects accurately up to ten. They all enjoy the regular opportunities provided to join in counting rhymes and confidently recognise simple two-dimensional shapes. Thus, by the age of five the majority reaches the nationally agreed desirable learning outcomes for literacy and numeracy and many are already working successfully within the early stages of the National

Curriculum.

7. The pupils in Key Stages 1 and 2 build successfully on this good start and continue to make good progress in their lessons. For instance in both English and mathematics the recent national initiatives have been addressed in a positive fashion. This is reflected by improvements to the consistency of teachers' planning in these subjects that has in turn led to more challenging teaching and higher levels of attainment.
8. In English at the age of seven most pupils are able to sit and discuss books at some length whilst making full use of technical language such as author, illustrator and contents. By the end of Key Stage 2 good progress has been sustained. The overwhelming majority of pupils speak cogently about a wide range of subjects. The pupils' enjoy reading. They respond positively to the enthusiasm of teachers for literature and the effective support of their parents at home. As a result progress is brisk throughout the school and levels of attainment are above average at the end of both key stages.
9. Pupils also make good progress in the development of their writing skills. The scrutiny of work shows how in the course of Year 1, most pupils progress from making marks and symbols on paper to copying letters correctly and beginning to write independently. By Year 2 most move from writing short, simple pieces of three or four lines with shaky, inconsistent handwriting to successfully using sentences complete with capital letters and full stops by the end of the year. By the age of eleven, most pupils are writing in lively and thoughtful ways across a range of forms. They are using increasingly adventurous vocabulary and spelling the majority of these words accurately. The rapid development of effective literacy skills is reflected in the good quality of written work seen in many other subjects of the National Curriculum, such as when the pupils' describe events in history or explain experiments in science. In both instances it is evident that pupils are increasingly aware of how the act of writing is a means of clarifying thought.
10. In mathematics pupils quickly gain a secure grasp of mental arithmetic. By the age of seven, all recall addition facts to twenty and understand place value in two digit numbers. By the age of eleven they have progressed to working confidently with larger numbers and most know how to apply the four rules of number to solve real life problems. Good progress is evident in the way that pupils at the end of Key Stage 1 use simple fractions such as half and a quarter whereas by the end Key Stage 2 most handle more complicated fractions, understand the concept of equivalence and will change fractions into percentages. Throughout the school pupils make regular and effective use of their numeracy skills in a range of other contexts; from the simple day-to-day counting, sorting and sharing of equipment in Key Stage 1, to the use of extended calculations by the older pupils when solving more complicated real life problems.
11. In science the pupils make good progress in Key Stage I and acquire an appropriate body of knowledge that covers the key areas of life processes and living things, materials and their properties and physical processes. The pupils' skills in investigative and experimental work are being fostered through activities related to features of plant growth and the properties of materials. They record their work in an appropriate variety of ways. Overall pupils make good progress through Key Stage 2. Most pupils display a secure knowledge across all aspects of science. For example they know how sound is transmitted through the air. In their work on plants they label the parts of a flower and understand how plants are pollinated. The pupils are able to identify the factors of a fair test and know the importance of identifying any variable that is to be changed. Most of the pupils are able to record their investigations in a structured way and this is supported by the high standards of literacy and numeracy throughout the school.
12. Since the last inspection the pupils' attainment in information technology has improved dramatically and is now in line with the expected levels at the end of both key stages. The school has benefited from its involvement with the National Grid for Learning. Pupils now make regular use of the school's computers across the entire curriculum. By the age of seven most children have acquired a sound working knowledge of a few simple programs and use these with confidence. By the age of eleven, most pupils are using word processing to present their writing in a range of formats as well utilising the power of the computer for generating and analysing data in relation to work on geography, history, mathematics and science.
13. Pupils make steady progress in religious education and at the end of both key stages achieve standards that are in line with those laid out in the locally agreed syllabus.

14. The quality of the pupils' work in art, design and technology, geography, history and physical education is often good and above the levels expected at the end of both key stages. Very little work in music was seen, or heard, although the pupils sing tunefully in assemblies.
15. Although about a fifth of pupils is identified on the school's register for special educational needs, most are at stage one and a few are at stage two. These pupils are all well integrated within their classes, effectively supported and making good progress in relation to the targets outlined on their individual education plans.
20. **Attitudes, behaviour and personal development**
16. Since the last inspection when pupils' attitude towards their work and their behaviour was reported as good, the school has maintained and developed this response to a very good level. In all classes most pupils have a very good attitude towards their learning and are interested and enthusiastic about their work. This makes a substantial contribution to the good progress which pupils make, and to the life of the school community. Most pupils listen attentively during lessons, and they respond well to each other. Children who are under five are settled and happy, and although they have been in school for a very short time are already listening well to their teacher. Most pupils, including those with special educational needs, concentrate well on their work both independently and when working together in small groups. In all classes pupils respond well to challenge, and in all classes are keen to answer questions and to find out more information. For example, during a Key Stage 2 numeracy lesson a number of pupils in Year 4 made very good progress due to their enthusiasm and response to the challenge to complete accurately increasingly complex calculations. In all classes pupils respond very well to literacy and numeracy, and most are enthusiastic about books, dictionaries and other learning resources. Pupils were seen enjoying their learning and they are happy and confident in school. Different age groups work and play well together, and pupils support each other well during lessons and at break times. A significant strength was seen in the way in which older pupils care for the younger ones in the playground.
17. Behaviour is very good and although some pupils are high spirited, the school is a very orderly and happy environment. Most parents agree that the school achieves a high standard of good behaviour. Pupils know the difference between right and wrong and they respond positively to the school's high expectations. They are polite and courteous and very friendly and helpful towards visitors. Most pupils demonstrate a good level of self-discipline and responsibility, and there have been no exclusions during the last academic year. No signs of bullying or harassment were seen during the inspection, and pupils confirm that bullying is a very rare occurrence because they look after each other. Relationships between pupils, teachers and other adults are very good. A good example of this was seen during a religious education lesson on the Jewish celebration of Bar Mitzvah when pupils in Years 1 and 2 re-enacted the celebration by setting out a meal and welcoming the youngest children into their class.
18. Pupils' personal development is good. All are involved effectively in the daily routines and organisation. Although the formal provision for personal, social and health education is under-developed, informal provision for moral and social development encourages the pupils to show a mutual respect for the values and beliefs of others. During discussions and when learning about cultural and social traditions, they are developing a good understanding of the diversity of other cultures. A number of pupils learn to play musical instruments and perform at the Summer Concert and church services. Pupils in all classes are confident to take responsibility for tasks around the school. Pupils in Key Stage 2 collect and record money deposited with the school bank, and others ensure that the outside doors are locked and take care of the guinea pigs. All pupils, including the youngest ones, act as classroom monitors, take responsibility for tidying areas of the classroom and sorting out learning resources. Pupils' personal development is extended well through their involvement in the local community and extra-curricular activities.
23. **Attendance**
19. Attendance is very good, and has improved slightly since the last inspection. At 96.1 per cent attendance is well above the national average, and there is very little unauthorised absence. Pupils arrive punctually, and in all classes registration takes place promptly. There is an efficient and prompt start to lessons for both the morning and afternoon sessions. This and the very good record of attendance have a very positive effect on pupils' attitude, attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

20. The quality of teaching at the school is improved since the time of the last full inspection and is good. During the course of the inspection almost a half of lessons were judged to be very good or better. Four out of five were of good quality. The remainder was satisfactory. No unsatisfactory teaching was observed. These figures are comparable with the findings of the visit of the additional inspector in 1997.
21. The teaching is consistently good quality across all key stages and results in good progress being made by the pupils as they move through the school. Within the sample of twenty one lessons observed there was no significant variation in the proportion of good and very good teaching for either the under fives or Key Stages 1 and 2.
22. The teaching of the children under the age of five is good. Even though these children are in a mixed age class with some older pupils, the teacher is successfully planning for and delivering a good range of activities based upon the nationally agreed Areas of Learning. A major strength is that the teacher gets to know the interests and abilities of her pupils very quickly indeed. She achieves this by ensuring that the new children enter a class where there are well-established patterns and routines to the working day, which helps them settle in quickly. The learning environment is attractive with plenty of interesting displays and examples of the children's own work. Equipment and resources are well cared for and accessible so that, for instance, the children know where to find paper, pencils and paint and learn to tidy up after each activity. The teacher places great emphasis upon developing the children's willingness to speak publicly and to listen politely. Through careful questioning and informal observations the teacher rapidly acquires a wealth of useful information that she uses effectively in order to set work that is increasingly demanding but matched accurately to individual abilities. Effective use is made of the learning assistant who takes regular responsibility for different groups of pupils and who shares her observations with the teacher. There are similar close and effective links between the classteacher and the part-time classroom assistant responsible for working with the children under five during literacy hour. This close collaboration ensures that these lessons are linked closely to the work of the older children in the class.
23. The teachers' high expectations of the children are evident throughout the school. This is best exemplified by the way the school rapidly establishes literacy skills from an early age. Several parents felt that the school was particularly successful in this area and inspection findings confirm those views. The new arrangements for teaching literacy are having a positive impact because the youngest, reception age children now receive a modified literacy programme well suited to their age. Elsewhere, it is now much easier for teachers to find texts that are suitable for the narrower age range and to provide appropriately challenging work for group work. For example, the oldest pupils are currently enjoying the opening scenes of "Macbeth" and discussing Shakespeare's use of language in a way that would be difficult to sustain if younger pupils were present. Similarly the pupils' work in science and geography reveals that the numeracy skills they acquire in mathematics are regularly used in a range of ever-widening contexts.
24. In both Key Stages 1 and 2 the consistency and quality of teachers' planning is much improved since the last inspection. The curriculum framework for each subject sets out clearly what is to be taught at each stage of a child's time at the school. The teachers make effective use of these and their more detailed medium-term planning to devise lessons that interest the pupils, challenge them at an appropriate level and motivate them to do their best. The reason why so many lessons were judged to be very good is because most teachers are clear in their plans about what the pupils are going to learn. They are rigorous in their informal assessment of the pupils as the lesson proceeds and evaluate thoroughly when the lesson ends. For instance, a scrutiny of teachers' planning shows that most of the teachers now usefully record these evaluations in note form on the back of their plans. The pupils' work is regularly marked and often includes encouraging comments as well as occasional suggestions about how the work might be improved.
25. A good example of the impact of these features of successful teaching was seen in an art lesson with Years 2, 3 and 4. The teacher had very good subject knowledge and used effectively a range of samples of the

pupils' own work to remind them of some of the techniques and skills they had practised previously. She then showed them a selection of paintings by famous artists and encouraged the children to identify similarities in technique with their own work. The practical task of portraiture built clearly upon what had been taught before and as a result the pupils produced work of good quality in a comparatively short period of time.

26. This effective use of time and resources is typical of most of the lessons seen. Similarly the friendly ethos of classrooms and the generally positive relationships between teachers and pupils are indicative of the consistent quality of teaching provided.
27. Throughout the school the team of learning assistants effectively supports the teachers. They work very successfully in collaboration with the teachers because the teachers take care to include the assistants in their planning; give them specific tasks and discuss what happened after the lesson. The skilful deployment of these adults makes a significant contribution to the quality of teaching at the school.
28. The teaching of those pupils with special educational needs continues to be good. Teachers are swift to identify potential needs and support these pupils with carefully modified work and extra help. Those few pupils at Stage 2 on the school's register for special educational needs have individual education plans that usefully inform the teachers' subsequent planning and provide a helpful reference point for the regular review of progress.
29. A significant number of parents expressed the view that they were unhappy about the work that children are expected to do at home. Although a few wanted less homework, several wanted more. Further conversation suggested some inconsistency of approach across the school. During the course of the inspection inspectors observed homework being collected on Monday morning and other homework being set during the school day. The reading records of younger pupils reveal that most read regularly at home in line with the school policy. However, the school might usefully consider ways of communicating the precise nature of homework tasks to parents so that there is no room for misunderstanding. **This is an additional area that the governors might consider for inclusion in their action plan.**

34. **The curriculum and assessment**

30. The school is successful in providing pupils with a broad and balanced curriculum at both key stages. It meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The introduction of the National Literacy Strategy has been effective in raising pupils' attainment and in increasing teachers' knowledge in this important area. Good progress has been made in the prompt introduction of the National Numeracy Strategy. The professional way in which these two strategies have been introduced has helped the school become more thorough in its planning and assessment arrangements. Teachers informally provide effective support for pupils' and personal and social development. Although there are policies for health and sex education there is no teaching framework for pupils' personal and social education, or drugs education. **This is a key issue for action.**
31. The additional time devoted to literacy and numeracy has inevitably resulted in less time being available for other subjects. However, although the school has appropriate plans in place to review the curriculum, and to ensure that breadth and balance are maintained, the length of the school day in Key Stage 2 is about one hour a week less than the suggested minimum. **This is a key issue for action.**
32. The provision for children aged under five is good. All six areas of learning are covered well. All children have an early opportunity to concentrate on literacy and numeracy and appropriate priority is given to personal and social education. These strategies result in children making good progress in their academic skills as well as showing increased maturity in the way they settle into the routines of their classrooms. Although the provision for children aged under five was sound during the last inspection there is evidence that further improvements have been made. For example, there is a policy in place for the education of the children under five and the school is now providing access to satisfactory levels of outdoor play during the school day.
33. There has been significant progress made since the last inspection in the area of curriculum planning.

There is now a good structure of long, medium and short-term planning in place to ensure continuity and progression of learning in all subjects. Planning takes account of the needs of each year group within the mixed age classes identifying what knowledge, skills and understanding pupils are expected to master. The implementation of the agreed schemes of work for all National Curriculum subjects makes sure that pupils' learning is continuous as they move through the school, and that they make good progress.

34. The school provides a good range of extra-curricular activities. These include a good number of sporting and musical activities. Older pupils have the opportunity to participate in residential visits. Good use is made of educational visits to enrich and supplement the curriculum.

35. The provision for pupils with special educational needs is good. The school has effective procedures in place for the identification and assessment of these pupils and ensures they receive equality of access to the school's curriculum. The special needs co-ordinator draws up individual education plans with the help of the class teacher and sets appropriate targets. Progress is regularly reviewed.

36. Assessment procedures have improved since the last inspection. The school makes good use of the information it gathers from the national tests and other test materials it uses with the pupils each year. As a result there are specific targets for attainment set out for each child and their progress towards these is carefully monitored by the headteacher. A further improvement is the way that teachers now evaluate their teaching by checking whether or not individual pupils have learnt what was expected in each lesson. Lesson notes are frequently annotated with teacher comment and these informal jottings are used when the teachers prepare the next lesson. The teachers know their children well, but seek to develop this knowledge systematically by marking work thoroughly and noting individual pupil progress.

41. **Pupils' spiritual, moral, social and cultural development**

37. The provision made for pupils' spiritual, moral, social and cultural development is good. The school's provision for these aspects makes a significant contribution to pupils' personal development and supports the continuing very good ethos of the school.

38. The provision for the spiritual development of pupils is good. Religious education lessons contribute effectively to spiritual development by providing opportunities for pupils to learn about other major world religions and the effect they have on their followers ways of living. Spiritual development is also fostered very effectively through some subjects. For example, a sense of wonder and joy was evident in a Key Stage 1 dance lesson where pupils moved as dinosaurs. Pupils response to literature and to art is often reflective.

39. The provision for pupils' moral development is good and the school is successfully teaching pupils the difference between right and wrong. Pupils are made aware of what is acceptable and unacceptable behaviour. Teachers consistently highlight and reward examples of good behaviour. They work hard at helping pupils develop positive attitudes. Pupils are taught to behave with consideration and respect and the school is successfully fostering values such as honesty, fairness and respect for truth and justice.

40. The strength of provision for children's social development is that they are expected to accept responsibility from an early age. The result is that pupils are socially confident, well behaved and make a positive contribution to the society in which they live. Staff provide good role models. Pupils work and play together with respect and tolerance. They are encouraged to think of others and do this in a number of ways. Pupils run the school's bank, taking pupils' savings and recording them appropriately. They take part in inter-schools competitions and have a choice of good quality extra-curricular activities. Pupils are taken on a number of well-planned trips that support the curriculum provision. For example they explore the local brook and are taken on trips to museums and places of historic importance. Residential visits play an important part in their social development.

41. The provision for pupils cultural development is sound. Pupils are gaining good insights into the cultural heritage of the British Isles through stories and poetry, music, art and dance. The curriculum for religious education raises awareness of other faiths from around the worlds. However, at the time of the inspection although there was good evidence of much exciting work in art, literature, dance and music there were few

examples of such work inspired by non-western cultures.

46. **Support, guidance and pupils' welfare**

42. The school provides good support and pastoral welfare for all its pupils, and the formal procedures for monitoring this support have improved since the last inspection. Parents speak highly of the support and guidance which their children receive from the school, and the inspection confirms that pupils learn in a safe and secure environment. Pupils with special educational needs are well supported in classrooms to meet the objectives of their individual education plans, and this allows them to take full advantage of all educational opportunities. All pupils have access to all outside support agencies with which the school liaises effectively. The good quality of support and guidance has a very positive effect on standards and pupils' personal development. Pupils are happy and safe in school, and are taught by a staff who know them and their families well. Good procedures are in place for monitoring pupils' personal development and academic progress, although in parts this is sometimes more on an informal basis than formally documented. Procedures for monitoring discipline and behaviour are very good and consistently promoted through the school's high expectations and good system of rewards and appropriate sanctions. The procedures for monitoring and promoting attendance are good, and have been improved since the last inspection. Detailed records of all pupils are kept as electronic data by the secretary, which is both efficient and effective. The completion of registers is consistently accurate and well monitored, and complies with the statutory requirements.

43. Pupils are well supervised in the playground during breaks, lunchtime and at the end of the school day. All adults in the school interact well with pupils and provide very good response to their individual needs. Pupils are provided with very good adult role models. Teachers recognise the pupils' good work and behaviour and celebrate their personal achievements. These positive relationships are very effective in maintaining the very good ethos of the school. Bullying is not tolerated and is a very rare occurrence, but good procedures are in place to deal with and record any incident.

44. Good procedures are used to monitor child protection issues. The headteacher is the designated person with responsibility for this area of pupils' support. Governors and the headteacher have attended a number of training courses. All staff including lunchtime supervisors are aware of the action they should take in the case of concerns. Pupils are well protected at school, and health and safety issues are well monitored and assessed. Fire practices and checks of the equipment are held regularly. Pupils are made aware of safe practices in classrooms and playground and whilst using equipment.

45. Good arrangements are made to support children and parents prior to their induction into school. During the induction week children have the opportunity to spend time in school and for parents to meet with teachers. Through the health and sex education policy that is closely linked to science, pupils learn about the need to protect themselves, but at present this provision is somewhat haphazard due to the lack of a proper teaching framework. Similarly the provision for raising pupils awareness of the dangers of the misuse of drugs is under-developed. **These are key issues for action.**

46. Arrangements for first aid provision are good because the headteacher and a classroom assistant are qualified first aiders. First Aid boxes are well organised and located centrally. Pupils with specific medical needs receive good and caring support. An accident book is kept up-to-date, and good procedures are followed to contact parents and carers in the event of accidents. Appropriate safety guidelines are followed when pupils are taken out on visits and good attention is paid to their welfare and safety.

51. **Partnership with parents and the community**

47. The partnership that the school has with parents and the community is good, and has been well maintained since the last inspection. Parents are very supportive of the work of the school, and feel that they are encouraged to play an active part in their children's learning. A number of parents help regularly in classrooms giving good support and assisting pupils during activities. Many more adults help when pupils go out on educational visits, and they organise and support fundraising events for the school. The new home/school agreements are appropriate and have been signed by parents and pupils. All pupils have a home/school reading record and pupils in Years 4, 5 and 6 also have a homework diary. At present there is

limited evidence that these are being used well as a means of communication between home and school. The Parent Teacher Association is very active and raises considerable funds each year to provide the school with additional resources.

48. The quality of information provided for parents is good, and they generally feel well informed about what is being taught and the progress their children are making. Parents receive regular newsletters that contain good information about events and organisation, but limited information about the curriculum and the ways in which they can help their children at home. Regular formal open evenings are held, and in addition parents are given plenty of opportunity to discuss progress and any concerns informally with staff. The prospectus contains helpful information about organisation and all areas of the curriculum. Annual written reports on the pupils' progress meet the statutory requirements and cover all the subjects of the National Curriculum and religious education. Good information is included about attainment and progress but limited information about targets for improvement. Parents whose children have special educational needs are involved well from Stage 3 onwards and they are invited to attend all formal reviews and assessments and to help with their children's individual education plans.
49. The school's links with the community are good and help to extend the pupils' personal development. Close links have been developed with St Andrew's Church where pupils attend special services and use the building as a good learning resource. Pupils visited the local hospice during the time it was being built, and since then they have supported the work of the hospice through fund-raising events. Members of the local Double 30's Club are invited to attend school concerts when pupils welcome and entertain them at church and in school.
50. Very good use is made of the local environment when pupils visit historical sites and buildings in Stratford-upon-Avon to support such topics as The Tudors and Shakespeare. Pupils have the opportunity to join with other schools to take part in sports and music events. A variety of visitors come into school to work with pupils to enrich the curriculum, and these have included elderly members of the community who attended the school long ago, artists, peripatetic music teachers, community police, and the Intercultural Support Services. This latter group worked with pupils on Indian dancing which they performed at the Summer Concert. Pupils develop a sense of citizenship through their support of a number of local and national charities. They go out on a variety of visits to places of educational and cultural interest to support the curriculum, and these have included the Swan Theatre, The Rover Technology Centre, a mathematics circus at Stratford High School, The Black Country Museum and Mary Arden's House.
51. Although the school has no specific links with industry to support pupils' learning and the curriculum, local businesses support the school with their fund-raising and social events.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

52. The leadership of the school has responded positively to the findings of the last full inspection and, as suggested in the interim report of an additional inspector, is far more effective and well placed to sustain future improvement. The clear aims, strong caring ethos, positive relationships and teamwork described in the last report remain, but the difference is that now there are the systems and structures in place to support a more coherent curriculum and ultimately far higher standards. For example, each teacher now assumes responsibility for a number of subject areas. They maintain a useful overview of the curriculum and the planning for each subject. They maintain a check on standards by sampling the quality of pupils' work and building portfolios of examples for each level described in the National Curriculum. As part of a very small team the headteacher takes his full share of subject responsibilities and supports staff by occasional monitoring of the quality of teaching. These approaches have been very successful in improving in the standards of pupils' work. For instance, the scrutiny of pupils' work in English shows they make good progress and enjoy a consistently wide range of opportunities for different types of writing as they move through the school.
53. The positive approach of the headteacher has also supported significant improvements in the work of the

governing body. There are now policies for almost every aspect of the school's work. The omission of a statement about the school's approach to teaching pupils of the dangers of the misuse of drugs is to be addressed shortly. In all other respects the governing body fulfils its statutory requirements. The current development plan is clear, concise and sets out a realistic timetable for school improvement. Staff and governors regularly refer to the plan, check their progress against targets and evaluate their level of success. Recent discussions about the management of policy review and further improvements to the cycle of development planning are positive indicators of the way the leadership has increased in rigour since the last inspection.

54. Another significant development in the work of the governing body is its improving oversight of the school's curriculum. Each governor is responsible for finding out about a subject and spends a little time with the co-ordinator as well as observing a lesson. The few written reports reveal sound insight into the good teaching that predominates around the school.
55. The leadership has made a good start to monitoring the quality of teaching around the school. These events are a relatively recent development and reflect the priorities of the school development plan. Valuable information and compelling evidence of good practice is being collected. The leadership has encouraged consistent approaches to the organisation of monitoring visits and brief written records are held centrally. However, it is not yet clear how this information will be used to inform future development planning and training needs. **This is an additional issue that the governors should consider for inclusion in their action plan.**
56. The management of the provision for pupils with special educational needs is sound. Arrangements are generally in line with those laid out in the Code of Practice. The leadership's commitment to providing good levels of classroom assistance to support these pupils is a strength. This is because these ancillaries are fully involved with the teachers' planning and always effectively deployed. However, the school currently lacks a system to record when parents are notified that their child has been placed on the register of special educational needs, nor does it inform parents in writing until Stage 3. **This is an additional issue that the governors should consider for inclusion in their action plan.**
61. **Staffing, accommodation and learning resources**
57. There are a good number of suitably qualified and experienced teachers to deliver the full range of the subjects of the National Curriculum and areas of learning for pupils under the age of five. These teachers are supported effectively by four classroom assistants who make a valuable contribution to many lessons.
58. The staff team is increasingly effective in its work because since the last inspection each teacher has assumed far greater responsibility for the management and oversight of the subjects of the National Curriculum. These duties are set out concisely within individual job descriptions. However, there remain some weaknesses. The headteacher does not have a job description. Opportunities for teachers to review progress in relation to their duties are too infrequent. In the hiatus caused by the national review of arrangements for teacher appraisal it is important that all staff still continue to receive regular opportunities for the formal review of performance and discussion of their professional development needs. **These are key issues for action.**
59. Arrangements for planning a professional development programme that relates to the needs of the school is sound. The school development plan sets out clearly the priorities for development. These form the basis for decisions about which courses teachers will attend.
60. The school's accommodation is compact. The old buildings and temporary classroom block are well maintained and just sufficient to enable the demands of the majority of the National Curriculum to be delivered in a satisfactory fashion. However, space in the temporary classrooms is very limited indeed. Although the school has no hall of its own, sensible use is made of the local social club hall for dance and indoor gymnastics. The small playground and orchard areas are attractive, safe and regularly used. Teachers ensure that these important parts of the school's external environment offer a good range of activities for pupils to follow during morning breaks and lunchtimes.

61. The school has a satisfactory level of resources. There has been considerable recent improvement in the provision for information technology as a result of the school's involvement with the National Grid for Learning. There are adequate supplies of books, including materials bought specifically to support the development of the literacy hour. Resources and materials are well cared for and accessible to both staff and pupils.
66. **The efficiency of the school**
62. The headteacher and governing body make prudent use of their delegated budget. Decisions about expenditure are guided effectively by the school's well considered development plan that sets out clearly the priorities for improvement. Expenditure is closely monitored throughout the year and great care is taken to ensure that full use is made of available funds to the benefit of those pupils currently attending the school. Systems for evaluating the effectiveness with which funds are used are informal, but effective. The school's finance policy ensures that all decisions related to the purchase of equipment and supplies offer value for money.
63. The leadership makes good use of its teaching and support staff. Teachers now have a far greater awareness of their management roles and responsibilities and, as a result, are more effective than at the time of the last inspection. A good example of this is the way that teachers and learning assistants plan carefully together at the start of each day as well as ensuring that information about what individual children learn is shared at the end of the day.
64. Although accommodation is cramped and storage space at a premium, teachers do a very good job in ensuring that the pupils receive the full breadth of the National Curriculum. For instance, despite the limitations of the temporary classrooms, the quality of painting and drawing is very good and exceeds the expected levels. Similarly, recent investment in information technology has resulted in far wider use of computers throughout the school's curriculum. The small playground has the potential for chaos at morning break, but sensible rules and the careful deployment of a range of games and equipment results in harmonious play and plenty of safe, vigorous exercise.
65. The school secretary has very good oversight of the school's finances. She has a good understanding of her role and responsibilities and makes a significant contribution to the efficient fashion in which the school operates from day-to-day. For instance, apart from staff salaries, the school pays all its own bills and invoices by cheque. Her effective use of a computerised accounts package provides the leadership with detailed, up to date analysis of the school budget at the touch of a button. The most recent audit of the school's affairs found all systems to be satisfactory other than three very minor areas for action, all of which have been dealt with.
66. Although the cost of educating pupils at this small village school is much higher than usual, a good quality education is provided with a high proportion of very good teaching. As a result, the pupils make good progress and attain standards that are above average in many subjects, but especially so in English and mathematics. The school clearly offers satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

71. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

67. Children join the reception class at the beginning of the year in which they are five. The baseline assessment profiles show that children generally arrive with levels of attainment, which are above average for their age. They make good progress during their time in the reception year. At the time of the inspection all but one the children in the reception age group were under five years of age.
68. Children's language and literacy development is above average and they make good progress. Their speaking and listening skills are well developed. They can listen attentively and are encouraged to talk about matters of immediate interest. The children speak confidently in a large group and make appropriate responses in their turn, employing an increasingly wide vocabulary. They listen to stories with great enjoyment and can retell them afterwards. They discuss what they like and dislike about books they have read. The children know how to handle books and are familiar with where print starts on the page. Most children recognise individual letters and some whole words. Their early writing skills are effectively promoted and develop well. The children copy write and a small number are beginning to compose their own writing and form letters correctly.
69. The children's mathematical development meets the standard expected by the age of five through a range of well-structured activities provided by the teacher. They learn to sort objects according to different criteria through practical work and plenty of discussion with adults. Most count accurately to ten and join in simple number rhymes with enthusiasm. They recognise and are able to make repeat patterns and can sort and classify sets of objects. They record their work appropriately. They understand and use positional language such as under, in between, in front and behind. Most confidently recognise common two-dimensional shapes.
70. The children successfully develop an appropriate knowledge of the world around them. They can talk about where they live and things that they have done. They are able to compare themselves as babies and as they are now. They can identify the days of the week, months of the year and the seasons. They are able to talk in simple terms about the friction caused when they push their toys across the floor. They know the names of some of the parts of plants. Children are encouraged to make predictions about outcomes of simple experiments and record in pictures their ideas and what happens. They use computers confidently and are developing good keyboard and mouse skills.
71. Children creative development is good. They explore and represent their ideas in many forms, using a range of media. They mix and match colours with the help of an adult and use paints appropriately in their free representations. They are able to sing simple songs with enthusiasm and confidence.
72. The children's physical development meets and often exceeds that expected of five-year-olds. They are able to move confidently and imaginatively. They have a suitably developed awareness of space and display increasing self-control and co-ordination. They respond well to instructions. For example in their acting out of the movements of dinosaurs they keep time to music. They choose partners when asked and respond to the teacher appropriately. The children are able to manipulate tools, materials and construction apparatus with appropriate independence, and use paper and card to make models. The teacher provides good opportunities to learn how to cut and join using scissors and glue.
73. The youngest children are well integrated into school life. They adapt to daily routines, acquire sensible work habits and learn to follow a few simple rules to enable them to work and play together in harmony. Good relationships are formed with teachers and other adults. Children learn to share, to take turns and begin to develop a sense of responsibility. They are sensitive to the needs of others and show concern for living things. Children are eager to learn and often concentrate for extended periods of time.
74. During the course of the inspection all lessons seen were at least good and often very good. Children respond positively to the high expectations of the teacher for hard work and good behaviour. The organisation and management of the classroom is good and the teacher and classroom assistant work well together as a team. Curriculum planning provides opportunities for individual as well as group work and

clearly identifies what the children are to learn. Information from baseline assessment and ongoing assessment of the children's skills, knowledge and understanding help in the planning of activities that closely match children' learning needs.

75. The school policy to create a partnership with parents and to encourage them to be involved in the education of their children is successful. Simple homework tasks are a regular feature of the provision in the reception class and children bring in their work with apparent satisfaction and enthusiasm.

80. **ENGLISH, MATHEMATICS AND SCIENCE**

English

76. The results of the national tests for 1998 show that at the end of Key Stage 2 pupils achieved standards that were well above the national average. When compared with the results of pupils from similar schools these results were very high and in the top five per cent of all similar schools. These results reflect the trend of the past four years when, on average, both boys and girls at the end of Year 6 have been working at a level about six months in advance of that expected for their age.
77. The results of the national tests at the end of Key Stage 1 in 1998 paint a similar picture. The proportion of pupils reaching the expected level 2 in reading is well above the national average and the number reaching the higher level 3 is also well above average. In writing a similarly high proportion reached the expected level, but none exceeded this. Nevertheless, when compared with the results of pupils from similar schools standards in reading and writing are well above average. These results reflect consistently good performance of the past three years
78. The number of pupils taking the tests each year is quite small. As a result, the percentage figures published to parents will inevitably over time, be prone to fluctuation. Nevertheless inspection evidence confirms that standards of literacy are secure and well above average. Even those few pupils with special educational needs are attaining standards not far short of the expected level.
79. The quality of the pupils' speaking and listening is well above average at the end of both key stages. By the age of seven most pupils are able to sit and discuss books at some length whilst making full use of technical language such as author, illustrator and contents. Most reveal good levels of local knowledge that they use effectively when asked by the teacher to describe the route to Anne Hathaway's cottage. With little help they navigate successfully on a map from school to the cottage explaining symbols and using accurately instructions such as left, right and North and South.
80. By the end of Key Stage 2 this good progress has been sustained. The overwhelming majority of pupils speak cogently about a wide range of subjects. In the top class many were able to explain succinctly the different types of writing required when constructing a novel as opposed to play-text or screenplay. Their discussion of the opening of "Macbeth" revealed a good appreciation of its dramatic tension as well as a willingness to employ logical thought when trying to ascertain the precise meaning of archaic words. A similar commitment was also evident as pupils discussed evidence provided by the teacher of the remedies for illness attempted during the Tudor period. During this lesson many pupils asked probing questions of each other and listened hard to the views of others. By the time they leave the school the majority is competent in the use of standard English.
81. The pupils enjoy reading. They respond positively to the enthusiasm of teachers for literature and the effective support of their parents at home. As a result progress is brisk throughout the school and levels of attainment above average at the end of both key stages. By the age of seven a significant minority of pupils is reading at levels that exceed those expected nationally. Some higher attaining pupils are reading simple, illustrated children's novels such as "Hound Gelert and the Wookey Witch", others enjoy the stories of good quality commercially published schemes. Most re-tell a story with reasonable accuracy and make intelligent comments about the characters they encounter. When confronted with unfamiliar words most have a good range of strategies to tackle the problem. They generally know the sounds of letters, but quite often use contextual clues to help them make sense of what the author meant. By the age of eleven, most pupils read with reasonable fluency, although few make use of their voice to vary expression when reading aloud. Nevertheless many are discerning readers. Most talk interestingly about their favourite authors so that in Years 3 and 4 many pupils have a good knowledge of the work of Roald Dahl. Those in the top class are

familiar with authors such as Colin Thomson, Dick King-Smith, Robert Westhall and Lucy Daniels. Pupils use their reading skills to good effect across the curriculum. In history and geography they scan text competently and extract key information to use in their own writing. Similarly when using the computer most pupils follow on-screen instructions with confidence.

82. In Key Stage 1 the pupils make good progress across the full range of writing activities laid out in the National Curriculum programmes of study and all reach the expected level, but with none exceeding this. The pupils write interesting accounts of their lives at home. They adapt familiar stories such as “The Hungry Caterpillar” and use it as a basis for describing the growth of tadpoles. They write reviews of favourite books such as “Not Now Bernard” or re-tell the story of films seen at home. The scrutiny of the pupils’ work shows how in the course of Year 2, most pupils progress from writing short, simple pieces of three or four lines with shaky, inconsistent handwriting to successfully using sentences complete with capital letters and full stops. Most simple spelling is correct and other more complicated words recognisable through the pupils’ careful use of their knowledge of the sounds of letters.
83. By the age of eleven, most pupils are writing in lively and thoughtful ways across a range of forms. They are using increasingly adventurous vocabulary and spelling the majority of these words accurately. A good example of this is seen in the range of interesting poetry written over the past year. Last Christmas pupils were attempting simple acrostic poems. By the end of the year they were translating the creole within some of John Agard’s simpler poems as well as using the format of other poems as a basis for their own attempts. Other effective writing is seen when the pupils practice writing persuasively in response to local difficulties with the traffic or send a letter of condolence to a sick teacher. A major strength lies in the neat presentation of much of the work. Most pupils have developed a fluent, joined script by the middle of Key Stage 2 and the consistent use of ink adds considerably to the impact of much of the work seen in exercise books. Similarly, the frequent use of computers for word processing means that the pupils are regularly practising the important skills of improving and re-drafting their own work, but without the need for laborious copying by hand.
84. Throughout the school the pupils display positive attitudes to all aspects of their work in English. They work together co-operatively and behave well. They turn readily to books for pleasure as well as information, discuss intelligently and enjoy opportunities for debate. They record their thoughts, ideas and opinions using pencil and paper. The rapid acquisition of these skills has had a significant positive impact upon the quality of pupils’ work in many other areas of the National Curriculum.
85. The school has made effective use of the guidance contained within the National Literacy Strategy. This has led to some detailed and useful planning that outlines thorough coverage of most aspects of the National Curriculum Programmes of Study. As a result, the quality of teaching in English is good in both key stages. The teachers’ high expectations are reflected in their evident enjoyment in teaching English. Their planning is good because it makes clear what the pupils are expected to learn each week and in every lesson. As a result their introductions to the literacy hour are full of ideas that interest and motivate the pupils. In Key Stage 1 the use of a map of the village stimulated some very effective speaking and listening amongst the pupils. Similarly effective was the use of the opening of “Macbeth” with the oldest children. The teachers know their pupils well. They question with acuity. A good example of this was seen in Years 3 and 4 when the teacher was encouraging the pupils to discuss one of the characters in a book called “The Stove Haunting”. Although the author makes no explicit description of the character, the questioning of the teacher helped the class to begin to make inferences about him based upon his behaviour and the reactions of others around him.
86. The subject is managed far more effectively than at the time of the last inspection. Teachers’ plans are collected and checked. The quality of the pupils’ work is analysed and a portfolio of work is being developed. The most significant improvement is the detailed monitoring of individual pupil performance across the school and the setting of targets in relation to the range of tests now carried out by the school.
91. **Mathematics**
87. At the end of Key Stage 1, the results of the 1998 National Curriculum tests indicate that attainment is well above the national average, and is very high when compared to similar schools. The percentage of pupils

achieving the higher grades was well above the national average in 1998. The results of the 1999 National tests at the end of Key Stage 1, show that a similar proportion of pupils attained at the both the expected and higher levels.

88. Analysis of test results for the last three years indicates that the performance of both boys and girls has remained above the national average. Inspection findings confirm that this trend is being maintained with almost all pupils at the end of Key Stage 1 working at the level expected of them and a significant number of pupils working beyond this. Performance is similar for both boys and girls.
89. At the end of Key Stage 2, the results of the 1998 tests indicate that attainment is well above the national average. The proportion of pupils attaining the expected level and the higher level was above and well above average. In comparison with similar schools the results were also well above average. The results of the 1999 national tests at the end of Key Stage 2 show a slight fall in the proportion of pupils reaching the expected level. However, inspection findings confirm that standards are secure and continue to reflect the three-year trend which is above the national average. During this time the overall performance of the boys was slightly, but not significantly better than that of the girls.
90. By the end of Key Stage 1 many pupils have an increasingly secure grasp of mental arithmetic. All are able to recall addition and subtraction facts to 20 and understand place value in two digit numbers. They recognise the basic properties of a number of common two-dimensional shapes and understand standard units of measurement for length and time. They can identify and use fractions such as halves and quarters. Some pupils know that a fraction has a numerator and a denominator.
91. The pupils in the upper part of Key Stage 2 have a secure knowledge of fractions and understand the concept of equivalence. They recognise and use percentages. Most are secure in their ability to add and subtract decimals to two places and apply the four rules of number when solving problems. They are comfortable working with large numbers and have a sound understanding of place value. All have a good understanding of the properties of two-dimensional shapes and most can calculate the perimeter and area of regular and irregular shapes by counting, estimation and formula. They identify orders of rotational symmetry and can reflect shapes across the mirror line. The emphasis now placed on oral mathematics at the start of each lesson is effective in developing pupils' strategies for mental calculations, and in promoting quick recall of number facts.
92. The pupils are making good progress overall as they move through the school. Pupils with special educational needs are well supported and also make good progress. The pupils have a particularly good start. In reception and Years 1 and 2 the pupils acquire a good basis of mathematical knowledge and skills. The teaching is particularly effective in establishing mathematical vocabulary through, for example, practical cutting, printing and sticking activities that help pupils to know, use and understand the term symmetry. In the lower part of Key Stage 2 pupils make very good progress. They develop a range of strategies for carrying out mental calculations that are very effective. Pupils use decimal notation through their calculations involving money and negative numbers through their use of thermometers in their work on temperatures. In the upper part of Key Stage 2 progress is satisfactory. The older pupils develop their knowledge and skills at a steady rate with the oldest pupils making effective use of spreadsheets to carry out mathematical investigations of increasing complexity.
93. Pupils' attitudes to learning are good in both key stages. They mainly enjoy mathematics. This is made clear by the way they listen attentively to their teacher, answer questions willingly and behave well. Pupils are keen to try to answer and are not afraid of being wrong. They discuss and share each other's ideas sensibly. They work together well when sharing resources. As pupils move through the school they grow in confidence, learn to concentrate for longer periods, and remain on task for considerable lengths of time. Relationships with adults are good and this promotes a productive working ethos that makes a positive impact upon attainment and progress.
94. The quality of teaching is good overall at both key stages. The teachers have a secure knowledge of the subject that they use to good effect to provide regular practice in the rapid recall of number facts and mental arithmetic problems. Where teaching is most effective teachers make good use of exposition and targeted questioning to check and challenge pupils' understanding. For example, in a Year 2, 3, 4 lesson on

understanding the relationships between numbers in addition work, pupils are encouraged to add larger numbers first to aid in their calculations. The teachers organise their lessons so that each age group has work that is matched to the abilities of the children. The lessons are enhanced by the very good support offered by the learning support assistants. The teachers' planning is sound. It is most effective where the teachers are precise about what the children will learn and the pupils are clear about what is expected of them. In most lessons the teachers have high expectations but in years 5 and 6 the teacher is not always firm enough when insisting these expectations are met.

95. Leadership of the subject is good and much better than at the time of the last inspection. The co-ordinator provides effective support for teachers and monitors medium-term planning on a regular basis. The co-ordinator has monitored teaching as part of the school's audit of mathematics provision. This has contributed to a whole school approach to the implementation of the National Numeracy Strategy that is enhancing the quality of teaching. Sound procedures for assessment, including termly tests are in place. All statutory requirements are met. Marking of children's work is carried out effectively. There are good examples of helpful notes and commentaries to explain what the children have done and how they might improve their work. All of the teachers give good feedback during lessons and undertake thorough assessments of what the children have learned and use the information they gather to inform their planning.

100. **Science**

96. At the end of Key Stage 1, the results of the 1998 National Curriculum assessments indicate that attainment is well above the national average. The proportion of pupils attaining the expected level was above the national average while those attaining at the higher level was well above. When compared to similar schools standards are broadly in line at the expected level while being well above at the higher level. Assessment results for 1999 are similar to those for the previous year.
97. Analysis of the assessment results for the last three years indicates that the performance of both boys and girls has remained above the national average. Inspection findings indicate that this trend is being maintained with almost all pupils at the end of Key Stage I working at the level expected of them and a significant number of pupils working beyond this. Performance was similar for both boys and girls.
98. At the end of Key Stage 2, the results of the 1998 tests indicate that attainment is average when compared to schools nationally. The proportion of pupils who attained at the expected level was close to the national average while those attaining at the higher level were below average. Attainment is below the average for similar schools. The results of the 1999 national tests at the end of Key Stage 2 show that there has been an improvement. About three-quarters of pupils reached the expected level and almost a third exceeded this. Inspection findings and analysis of the National Curriculum test results over the last four years shows that standards at the end of Key Stage 2 are secure and slightly above average.
99. Inspection findings indicate that at the end of Key Stage I standards are above average. Almost all pupils are working at the expected level and a good proportion is working attaining beyond that level. In Key Stage 2 standards are above average with the majority of pupils on course to attain the level expected by the age of eleven.
100. The pupils make good progress in Key Stage I and acquire an appropriate body of knowledge that covers the key areas of life processes and living things, materials and their properties and physical processes. The pupils' skills in investigative and experimental work are being fostered through activities related to features of plant growth and the properties of materials. They record their work in an appropriate variety of ways. The youngest pupils can identify and name some parts of plants. In Years 1 and 2 pupils know that plants need light and water to grow. For example in their investigations into whether root vegetables absorb water they were able to identify those which had and those which had not through the amount of colouring present in a cross section of the roots.
101. Overall pupils make good progress through Key Stage 2. It is often very good in the lower part of the key stage while it remains satisfactory in the upper part. Most pupils display a secure knowledge across all aspects of science. For example they know how sound is transmitted through the air. In their work on plants they can label the parts of a flower and understand how plants are pollinated. They know what the

life cycle of a plant might look like. The pupils are able to identify the factors of a fair test and know the importance of identifying the variable that is to be changed. Most of the pupils are able to record their investigations in a structured way.

102. At all levels pupils show an interest and curiosity about science. They enjoy practical work and whilst some pupils take a pride in their recorded works others do not. Most pupils co-operate well with each other and handle the equipment carefully and safely.
103. The quality of teaching is good overall at both key stages. Teachers have secure knowledge of the subject. Pupils are given appropriate encouragement to develop a suitable scientific vocabulary. Their observation skills are challenged and they are given regular opportunities to investigate scientific processes. Classroom management is good and the positive and friendly relationships with pupils enable teachers to manage lessons very effectively. The teachers' planning is sound and reflects their high expectations for what the pupils should achieve. It is most effective where the teachers are precise about what the children will learn during the course of the lesson rather than describing the investigation that is to be carried out.
104. The pupils throughout the school record their work through written reports of investigations and experiments. This is making a useful contribution to the development of the pupils' literacy skills. Pupils apply some of their mathematical skills in science and record some of their results in tables and charts. There is evidence that information technology is used to collect or process information.
105. Leadership of the subject is sound. The co-ordinator provides effective support for teachers and monitors medium-term planning on a regular basis. However the monitoring of pupils' attainment through looking at the work is not so well established. Sound procedures for assessment, including termly assessments are in place. All statutory requirements are met. Marking of children's work is carried out effectively. There are good examples of helpful notes and commentaries to explain what the children have done. All of the teachers give good feedback during lessons and undertake thorough assessments of what the children have learned and use the information they gather to inform their planning.

OTHER SUBJECTS

Information technology

106. Since the last inspection there has been significant improvement made to the school's provision for the teaching of information technology that has resulted in faster progress and standards of attainment at the end of both key stages which are now broadly in line with nationally expected levels. However, pupils skills in communicating and handling data are comparatively much stronger than those in controlling, monitoring and modelling.
107. By the end of Key Stage 1 most pupils are familiar with a number of different programs. They can load these from the main menu by clicking on the appropriate icon with the mouse. The majority is gaining familiarity with the keyboard and happily uses the computer to write short pieces of work and then print them out. With the help of the teacher most can save their work to file and find it again at a later date. Most are able to give direct instructions to a Roamer in order to control its movement. .
108. By the age of eleven most pupils have built successfully upon their earlier experiences. Many write regularly and at some length using word processing. Many children are adept at personalising their work by selecting particular fonts or by altering the page layout. All have experienced importing into their writing both artwork or pictures taken with a digital camera as practised during a study week at Cromer. During the same week, the children also used a hand held computer to collect data about the species located at different heights on the beach. These data were then successfully sorted and analysed using a spreadsheet. Elsewhere, the pupils' work in science, mathematics, history, geography and English all contain good examples of the use of information technology. Pupils create questionnaires about the local environment for geography or collect data about the birds that visit the school orchard in science. The majority is increasingly adept at using computers for accessing information. For instance by locating information on CD Rom. Most of the pupils' work in relation to control technology is carried out during

visits to the Rover technology centre at Gaydon. However, the recent acquisition of sensors and other equipment as a result of involvement in the National Grid for Learning has led to plans to extend the use of the controlling, monitoring and modelling aspects of the curriculum within school over the next twelve months.

109. Throughout the school there is a genuine sense that pupils are being encouraged to see the potential for using information technology across the curriculum. The children respond positively to these opportunities. They enjoy the power of computers and delight in using them to enhance their work. They treat the machines with care and respect and collaborate happily when working with a partner. As a result they are making good progress and gaining steadily in both confidence and competence.
110. The teaching of information technology is sound. Each class has at least one computer, but there are insufficient to make whole class teaching a realistic proposition. As a result teachers sensibly organise their time to allow for small groups to be given direct instruction in new techniques at least once each week. Individuals or pairs then practise these skills at other times during each day. The strength of those lessons observed is the way that teachers draw out the pupils' own knowledge of the purposes and range of what information technology offers in different contexts. Teachers plan their lessons carefully and ensure that whilst the content is challenging there is never so much new learning that the children become confused. For instance, in Key Stage 1 the children had previously mastered drawing lines with a mouse, then this week learned how to fill shapes with colour from the toolbar. In Key Stage 2 the teacher ensures that individual pupils demonstrate new techniques and sequences so that others might see what is involved.
115. **Religious education**
111. During the course of the inspection it was possible to observe only one lesson, however, a thorough scrutiny of pupils' past work was carried out and informal conversations held with a few pupils from each key stage. Throughout the school the pupils make steady progress in acquiring a deeper knowledge and understanding of both Christianity and a number of other significant world religions. Thus by the ages of seven and eleven, the standard of the pupils' work is in line with the levels expected by the locally agreed syllabus.
112. By the age of seven most pupils have had many valuable experiences that enable them to talk sensitively about the importance of their families and friends. They are beginning to understand their place within the broader families of the school, the church and local community and the many ways that people within these groups care for each other and for them. In particular, they are gaining a good understanding of special events and festivals. They know about the significance of weddings and christenings and are starting to learn about celebrations from other religions too. For instance, in one lesson observed the children learned a great deal about the significance of the Bar Mitzvah as a celebration for the coming of age for Jewish boys. This lesson was particularly successful because the teacher got the pupils to organise their own party to celebrate the smooth start to the school career of the reception-aged children. This helped the messages of the lesson to come alive, not least because it was the oldest children who took responsibility for organising the food and drink as well as saying grace.
113. By the end of Key Stage 2 pupils have a far more detailed grasp of Christianity as well as a basic understanding of Islam and Judaism. They understand that most religions have tried to explain the mystery of creation and have compared the story of Adam and Eve with those from Greek mythology. A strength of much of the work seen lies in the regular opportunities provided by the teachers for the pupils to explore their own responses and feelings to difficult concepts. In Years 3 and 4 some pupils have tried to represent "God" in pictures. More successful were the comments of pupils explaining when and why they prayed; "When I feel bad," "At night, when I'm alone." By the time the pupils have reached Years 5 and 6 this type of work is successfully developed and pupils write more extendedly about their response to the flame of the candle lit during daily worship. Their work on Islam show a good understanding of the significance of the prophet Mohammed and the need for Moslems to make pilgrimage to Meccah at least once in their lives. As part of their study of places of worship they have learned a little about mosques and synagogues and recognise many of the similarities between these and churches.
114. Most pupils respond positively to religious education. They are interested in both their own religious traditions and those of other cultures. The good quality of much of the writing in exercise books and the

carefully illustrated topic folders are further examples of the pupils' positive attitudes to their work.

History and Geography; Art and Design Technology

115. The pupils make good progress throughout both key stages in all these subjects because the teaching is consistently good. Teachers are quick to see important links between different subjects and deliver these successfully as topics. However, they are careful that links in learning are never made at the expense of teaching subject specific knowledge and skills correctly. The teachers' own enthusiasm, high expectations and good subject knowledge leads to careful planning, exciting experiences and interesting lessons that encourage most pupils to produce work and topic folders of good quality. For instance, field trips and visits both make a strong contribution to the curricula for history and geography. Throughout the school, the teachers' willingness to share their expertise across the small staff team and the effective use of learning assistants both make valuable contributions to the quality of teaching in these subjects.
116. In history and geography the pupils make good progress in both key stages and the quality of their work is above that expected for pupils of this age. The youngest children begin with studies of their own lives, developing simple time lines of themselves as babies and how they are now. Pupils in Years 2, 3, and 4 learn about the Domesday Book, relating their research to the locality in which they live. Older pupils investigate Tudor and Elizabethan times in depth, formulating their own questions and using information from different sources to find the answers. In one lesson the older pupils used a range of information to find out about ancient remedies for ailments produced by people like Dr. Hall. They study Shakespeare in detail. In Geography, pupils in Years 2, 3, and 4 make good use of the locality to explore river sources through finding the source of the local brook and then researching the direction of flow into the River Avon. Older pupils in Key Stage 2 have used maps, plans and diagrams to record the environmental, historical and geographical work they did during a residential visit to Cromer. They are able to compare towns such as Cromer and Stratford through field studies and visits.
117. The quality of the pupils' work in art and design technology is above that expected for pupils of this age. In art, pupils learn to appreciate the work of artists. For example pupils in Key Stage 1 study the techniques of artists such as Modrian. They turn readily to the class computer to attempt to recreate some of his styles. In Years 1 and 2, they paint self- portraits, mixing colours effectively to get appropriate tones and shades. In Key Stage 2 pupils continue to develop these skills to a high level, which is reflected in the quality of work seen. They work imaginatively in a range of media, creating colourful pictures in pastel and paint. The pupils in the upper part of Key Stage 2, using good observational skills, produced a range of pictures in pencil and water colours of spectacular rocks they brought back from their visit to Cromer beach. Art is used effectively to support their work in history through good quality portraits of Henry VIII and his wives in the style of Holbein. In design and technology the youngest pupils learn about the properties of different materials and how best to shape, assemble and join them. In Year 2, pupils make Egyptian Board games while pupils in Years 3 and 4 design and make clothes to a high standard. These are designed and made as part of their work on Egyptian Life. Pupils in the upper part of Key Stage 2 design and make Tudor games. They analyse needs

Music

123. A specialist teacher teaches music, but she was not scheduled to be in school for the days of the inspection. Consequently it was not possible to make detailed judgements about the quality of the pupils' work in music. However, in assemblies the pupils in the orchestra play their recorders, violins and clarinet. They provide a good accompaniment to the generally tuneful singing.
123. **Physical education**
118. Very little direct teaching of physical education was observed during the inspection. However, it is evident from watching pupils at play during morning break and lunchtimes that the overwhelming majority enjoys vigorous physical exercise. Most make good use of the variety of balls and rackets provided and use these effectively to practice rallying with a partner, or in the case of larger balls, to play small-sided games of soccer. Others prefer the challenge offered by the climbing frames. By the ages of seven and eleven the quality of pupils' skills in these areas is in line with the expected levels.

119. Although the school has limited facilities for teaching gymnastics, very effective use is made of the adjacent village hall for lessons in dance. One lesson involving the children in Key Stage 1 was observed. The lesson was a success because the teacher made sensible use of tape recording of a BBC radio dance lesson. Although her own subject knowledge is not great the teacher understood the key learning points of the lesson and was able to intervene effectively throughout to help the pupils to improve their performance. Many pupils move with a good sense of rhythm and the majority is well co-ordinated. As the lesson unfolded and the level of challenge increased, most managed to link the head rolling of their character [Triceratops] with large stomping leg movements. The children's commitment to the lesson was total. They spontaneously answered the teacher on the tape and when working in pairs and larger groups demonstrated a maturity and ability to collaborate that greatly exceeded that seen normally in children of similar ages.
120. By the age of eleven all pupils can swim a minimum of twenty-five metres, most swim much further and many have awards for advanced water skills. Although many pupils swim regularly with their parents this regular, weekly commitment to swimming is another positive indicator of the school's concern to preserve a broad and balanced curriculum for its pupils.

PART C: INSPECTION DATA

126. SUMMARY OF INSPECTION EVIDENCE

- A team of 3 inspectors worked in the school for a total of 7.5 inspection days.
- Over 34 hours lesson observation and work scrutiny was undertaken during the course of the inspection.
- The work of more than 40 pupils was formally scrutinised. Eighteen pupils were heard reading. Other pupils' work was sampled throughout the period of the inspection during all lesson observations. Periods for the scrutiny of class sets of pupils' work were identified on the timetables of all inspectors and subsequent judgements noted as part of the record of evidence.
- Inspectors met and spoke with individual pupils in lessons, on the playground and during school clubs.
- Inspectors also met with the headteacher, the deputy headteacher, the special educational needs co-ordinator and all curriculum co-ordinators. Informal discussions took place with all class teachers throughout the inspection.
- A pre-inspection meeting was held with parents of the school. Fifty-five parent questionnaires were circulated by the school and the 18 responses analysed. The views of parents were noted and used to inform the inspection process.
- Six members of the governing body were interviewed during the inspection.

DATA AND INDICATORS

Pupil data

YR – Y6	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
	80	0	15	5

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	3.67
Number of pupils per qualified teacher	21

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	47

Average class size: 25

Financial data

Financial year: 1998-99

	£
Total Income	153576
Total Expenditure	148270
Expenditure per pupil	1900
Balance brought forward from previous year	0
Balance carried forward to next year	5306

PARENTAL SURVEY

Number of questionnaires sent out:

55

Number of questionnaires returned:

18

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	22	67	11	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	44	0	0	0
The school handles complaints from parents well	11	72	11	0	6
The school gives me a clear understanding of what is taught	11	83	6	0	0
The school keeps me well informed about my child(ren)'s progress	28	67	6	0	0
The school enables my child(ren) to achieve a good standard of work	39	50	0	11	0
The school encourages children to get involved in more than just their daily lessons	33	56	11	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	33	11	17	11
The school's values and attitudes have a positive effect on my child(ren)	28	67	6	0	0
The school achieves high standards of good behaviour	28	67	6	0	0
My child(ren) like(s) school	67	33	0	0	0