

INSPECTION REPORT

The Holt Primary School
Skellingthorpe

LEA area : Lincolnshire

Unique Reference Number : 120400

Headteacher : Mr Paul Martin

Inspection No: 187146

Reporting inspector : Mrs V M Hulme
OIN: 3609

Dates of inspection : 18 - 20 October 1999

Under OFSTED contract number: 707570

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant and junior

Type of control : County

Age range of pupils : 4-11

Gender of pupils : Mixed

School address : Swallow Avenue
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Appropriate authority : Governing body

Name of chair of governors : Mrs M Yates

Date of previous inspection : March 1996

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Team members	Subject responsibilities	Aspect responsibilities
Margaret Hulme, RgI	Areas of learning for children under five	Characteristics of the school
	Religious education	Attainment and progress
	History	teaching
		Leadership and management
		Under-fives
Roberta Mothersdale, Lay Inspector	Special educational needs	Attitudes, behaviour and personal development
		Support, guidance and pupils' welfare
		Partnership with parents
James Barley	Science	
	Information technology	
	Geography	
	Music	
John Taylor	Mathematics	Attendance
	Physical education	Staffing, accommodation and learning resources
	Equal opportunities	
Nigel Parish	English	Efficiency of the school
	Art	
	Design and technology	

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MAIN FINDINGS

What the school does well

- . The headteacher is providing positive, constructive leadership, both by his own example as a teacher and through the clear vision he has of where the school needs to go and of the requirements of staff and pupils;
- . The headteacher and staff are making determined efforts to achieve effective team working that will further improve standards;
- . A third of the teaching is very good and there is no unsatisfactory teaching;
- . The headteacher and deputy have established a good working partnership;
- . There is good provision for the children under five;
- . Staff are hard working and have made good efforts to implement the literacy and numeracy hours;
- . Teachers' relationships with the children encourage them to work hard
- . Most children have good attitudes to their work.

Where the school has weaknesses

- The leadership and management of the school lacks the full involvement of the staff and governing body;
- I. Some teachers' expectations for brighter pupils are too low;
 - II. A number of statutory requirements are not met;
 - III. The hall for physical education limits pupils' progress, particularly at Key Stage 2;
 - IV. Teachers need better guidance on homework;
 - V. Communication with parents still needs improvement;
 - VI. Those support staff trained to work with children under the age of five could be better deployed.

The new headteacher is aware of these weaknesses and is already planning the improvements needed. In this he is well supported by the deputy and other members of staff. These weaknesses will form the basis of the Governing Body's action plan

How the school has improved since the last inspection

Improvement since the last inspection has been satisfactory. At the time of the last inspection, subjects were being reviewed as part of the process necessitated with the changes to the National Curriculum in 1995. This has continued and some co-ordinators have worked extremely hard to provide the information, support and advice needed by their colleagues. However, this guidance and schemes of work were not always well used and since staff do not plan as a whole-school team there are inconsistencies of approach resulting in a lack of continuity and progression throughout the school. The recently appointed headteacher has already instigated a series of regular staff meetings to try to find a common approach and format for the planning. He has also recognised the need for better planning for pupils at different stages of learning within each class, particularly the higher attainers. Some good work has been undertaken on learning objectives and there is clear evidence that teachers have a more secure understanding. There have been considerable improvements to the use of information technology across the curriculum and it is particularly good at Key Stage 2. Extended writing has been neglected but has received attention more recently. As yet it is too soon to judge the outcomes of this work.

The school is addressing the concern in the previous inspection over the lack of supervision at lunchtime by advertising for an extra mid-day supervisor and rearranging lunchtime duties. Overall, the school's partnership with parents is now satisfactory and improving. The findings of the previous inspection emphasised the need to continue to develop and extend effective links to parents but until recently, these were not perceived by many parents to have improved since the previous inspection. Many parents now approve of the changed ethos of parental involvement and improved communications in the school. Improvements have been made to the shortages for teaching and learning identified in the last inspection report. Resources are now adequate for all subjects and teachers are aware of where further additions will enhance the teaching they can offer.

Since the last inspection the governors have appointed a new headteacher and staff know that there is further work to do. The staff have the ability and enthusiasm to make the further improvements needed and take the school into its next stage of development

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	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
English	C	E	
Mathematics	C	E	
Science	C	D	

Pupils' attainment for 1998 in English, mathematics and science reached an acceptable level but too few children attained the higher levels in the National Curriculum tests. The results for 1999 are much the same. These results are reflected in their written work and in lessons although there are indications of improvement. The headteacher has analysed the National Curriculum test results for the last few years and the school now has targets to achieve that should improve the level of work offered to brighter pupils. This should result in more pupils gaining higher levels and some borderline cases reaching the acceptable level. Standards in information technology are mainly satisfactory at Key Stage 1 and good at Key Stage 2. Older pupils are developing good knowledge and skills in their use of the Internet. In religious education, pupils' attainment is in line with the requirements of the locally agreed syllabus and by the time they leave school they have a good knowledge of Christianity and a growing awareness of the principal religions practised in this country.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Good	Good
Mathematics	Good	Good	Good
Science		Insufficient evidence	Good
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Insufficient evidence	Good
Other subjects	Good	Good	Good

Teaching is the major factor contributing to pupils' attainment, progress and response. Overall, the quality of teaching is good and there is no unsatisfactory teaching. The percentage of very good teaching has increased to almost 32 per cent and this is an improvement on the previous inspection. The teaching of the children under five is never less than good and sometimes very good. At Key Stage 1, it ranges from satisfactory to very good and at Key Stage 2 it ranges from satisfactory to excellent. There were two lessons of excellent teaching. Only one lesson was seen in science and one in religious education at Key Stage 1, so no judgement can be made about the quality of teaching. Information technology was not taught as a subject during the inspection. Although the teaching has many strengths there are still some weaknesses that need attention.

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	Overall good. Pupils respond well to one another and to code of conduct. Teachers are respected. It has a positive effect on the progress in lessons.
Attendance	Satisfactory. Some inconsistencies in the marking of registers but this is being monitored by the headteacher
Ethos*	Satisfactory. Children have good attitudes to their work. Relationships are good at all levels. Communication with parents is improving. However, the school does not yet have a full commitment to high achievement and some aspects of equal opportunity need improvement.
Leadership and management	Unsatisfactory. Although the new headteacher is providing positive, constructive leadership he has had little time yet to deal with the problems he has inherited. Several statutory requirements are not met, there is insufficient involvement of governors and staff in school development, better communication with parents is needed, there is limited monitoring of teaching and curriculum, support and training for teachers in essential areas is needed and too few hours working for older children. Improvement has begun.
Curriculum	Satisfactory. Improvements have been made but all teachers need to be involved in planning to ensure consistency. Parents need more information on what is taught
Pupils with special educational needs	Satisfactory provision. Overall good progress but pupils not always receiving full access to all aspects of the curriculum.
Spiritual, moral, social & cultural development	Overall, satisfactory. Better provision for moral and social development.
Staffing, resources and accommodation	Overall satisfactory. Team work developing, hard working support staff, improved learning resources. However, essential training needed for teachers, unsatisfactory accommodation for physical education and support staff for under-fives could be better deployed.
Value for money	Just satisfactory. The majority of pupils enter the school with average attainment and leave with average attainment. There is no high achievement. The quality of education provided is satisfactory highlighted by good teaching. Costs range from average to high.

* *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
VII. their children like school	XIII. the way the school handles complaints
VIII. the school is approachable	XIV. the information provided about what is
IX. children achieve high standards of good behaviour	XV. the information provided on their
X. parents are encouraged to play an active part in school life	XVI. the work children do at home
XI. the school's values and attitudes have a positive effect on their children	
XII. children are enabled to achieve a good standard of work.	

Inspectors support parents' positive views of the school but standards for brighter children are not yet good enough. Steps have already been taken by the new headteacher to improve what some parents are not happy about and they are encouraged by the changes they see so far. He is building on the good work that was started by the acting headteacher. The school accepts that further improvements in communication are needed and that a consistency of approach will contribute to the concerns expressed.

KEY ISSUES FOR ACTION

The headteacher, staff and governing body need to work together in addressing the key issues for action by:

XVII. Ensuring that all statutory requirements are met in relation to

- Risk assessment; (*paragraphs: 65, 81*)
- Child protection training; (*paragraphs: 64, 76, 81*)
- Procedures for control and restraint; (*paragraphs: 62, 81*)
- Inconsistencies that occur in the marking of registers; (*paragraphs: 36, 63, 81*)
- The withdrawal of some pupils from literacy and numeracy which conflicts with pupils' rights to equal access to all aspects of the curriculum; (*paragraphs: 19, 20, 43, 48, 81*)
- Staff appraisal; (*paragraphs: 76, 81, 84*)
- The Governors' Annual Report to Parents which lacks information on the arrangements for the admission of pupils with disabilities, the steps to prevent them being treated less favourably and the facilities to assist access to the school by these children. There is also a lack of information on the professional development undertaken by the teaching staff; (*paragraphs: 68, 73, 81*)
- The prospectus which lacks information on pupil absence rates. (*paragraph: 81*)

● Improving the leadership and management of the school by

- Involving all staff in the development planning, implementation and review; (*paragraphs: 41, 50, 79*)
- Having a whole school approach to the monitoring and evaluation of the teaching and curriculum; (*paragraphs: 41, 50, 73, 74, 89*)
- Providing appropriate support and training for teachers, particularly child protection and special educational needs; (*paragraphs: 49, 71, 64, 82, 84*)
- Providing the governing body with a strategic view of the school's development; (*paragraphs: 72, 78, 87, 88*)
- Ensuring that the school improves the recommended hours for working. (*paragraphs: 70, 89*)

● Improve teachers' expectations for brighter pupils by:

- Providing more demanding work; (*paragraphs: 21, 38, 39, 53*)
- Giving different kinds of marking comments. (*paragraphs: 21, 38, 39, 53*)

There are a few less important issues that should be taken into account when determining the action plan and the school should take steps to:

- Provide better guidance for teachers on homework; (*paragraph: 46*)
- Build on the improved communication with parents; (*paragraphs: 41, 68*)
- Determine any action that can be taken to improve the accommodation provision for physical education; (*paragraphs: 77, 85*)

- . Review the deployment of support staff trained to work with children under five. (*paragraph: 100*)

INTRODUCTION

Characteristics of the school

1. The school is situated in the village of Skellingthorpe near the city of Lincoln. It is one of two primary schools in the village. The school was originally built for Bird's Holt estate and the council estate but the catchment has expanded rapidly, as the village is a designated growth area. The school is smaller than the average primary school and has 174 pupils on roll. They are taught by seven teachers of whom one is the headteacher and one is part-time. The headteacher has a full class commitment for two days each week and shares a class with another teacher who works for three days each week.
2. The children come from a wide range of backgrounds. Their attainment on entry to the school is usually broadly average, with some brighter children and those who have fewer skills in literacy and numeracy for their age. Some children have poor social skills. However, this year there are fewer children in that category. There are very few children from ethnic minority groups and of these there are none who do not understand the English language and speak it satisfactorily. At the time of inspection there were just over 20 per cent of children on the special educational needs register, which is above the national average. The percentage of pupils with statements of need is in line with the national average. There are very few children known to be eligible for free meals.
3. There were 21 children under the age of five admitted to the school this year in accordance with the admission policy of the local education authority. Children are admitted in the September of the academic year that they become five and they work in a reception class with a very few Year 1 children working alongside them for much of the time. The Year 1 pupils work with their own age group in another class for some lessons and at such times the reception pupils work at appropriate activities with others under five and the reception teacher. There is some additional adult support but very little time for an appropriately trained member of the non-teaching staff to assist the teacher.
4. The school's aims are:
 - To provide a happy place for children to learn that is secure;
 - To provide a carefully planned curriculum that is assessed and reviewed and reported to parents;
 - To provide the teaching of basic skills that encourages independence;
 - To provide appropriate learning resources, which are well managed and cared for;
 - To create a working partnership with the local community, encouraging parental help;
 - To provide a range of visits relating to the curriculum that will extend pupils' knowledge of the wider world;
 - To liaise with other schools and provide pupils with an easy transition to their secondary education;
 - To extend children's understanding of the multicultural nature of society and a tolerance of the main world religions.
 - To encourage good behaviour by appropriate rules and personal behaviour.
 - To evaluate and monitor the teaching/learning.
1. Although many of these aims are reflected in the life and work of the school more needs to be done to ensure that they are all understood by all staff and fully reflected in all aspects of school life. These aims are satisfactory but lack sufficient emphasis on the need for high standards.
2. The new headteacher and deputy have already determined what needs to be done to take this school into its next stage of development and although it is very early days there is a determination to have the kind of team working that will bring this about.

3. Key Indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	10	10
	Girls	10	10	10
	Total	19	20	20
Percentage at NC Level 2 or above	School	90	95	95
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	10	10
	Girls	10	10	10
	Total	20	20	20
Percentage at NC Level 2 or above	School	95	95	95
	National	81	85	86

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1998	18	11	29

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	12	17
	Girls	8	5	6
	Total	19	17	23
Percentage at NC Level 4 or above	School	66	59	79
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	18	18
	Girls	9	9	11
	Total	24	27	29
Percentage at NC Level 4 or above	School	83	93	100
	National	65	65	72

Attendance

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

		%
Authorised Absence	School	3.3
	National comparative data	5.7
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	32
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

4. Children start school at the age of four. Their attainment in literacy and numeracy is wide ranging but generally what might be expected for their age. When reception pupils enter school they are assessed by the teacher so that appropriate activities can be provided that are at a suitable stage for their learning. The children under five had been in school full-time for just a few weeks. Already they were well settled in and familiar with school routines. After only a few weeks these reception children are still acquiring the desirable knowledge and skills that they need to begin the National Curriculum by the time they are five. Attainment is satisfactory in all areas of learning and they are likely to have reached the expected level or better by the time they are five.
5. This is a school where children have done well in reaching the acceptable levels of attainment but where few have reached the higher levels and in some subjects, such as mathematics, the percentage at the higher level is actually decreasing. The National Curriculum test results for eleven-year-olds in English, mathematics and science have been compared with similar schools – that is schools where pupils have similar social backgrounds. The Holt Primary School is in that group of schools identified as having eight per cent or less of pupils who are eligible for free meals. This school compares unfavourably with similar schools and results are judged to be well below average in English and mathematics and below average in science.
6. In order to enable the school to establish and maintain its cycle of self-improvement and review, the new headteacher has made a detailed analysis of the school's National Curriculum results over the last few years. The year group analysis indicates some of the factors, social and academic, which may influence performance over the next few years. Standardised tests have been introduced which also provide some indications of future performance. The results will enable effective decisions to be made and action taken to raise standards and set targets for improvement. There are already targets in place until 2002 and staff discussions with the headteacher are continuing.
7. In the 1998 National Curriculum tests in English, 90 per cent of children attained the average Level 2 or above in reading and 95 per cent for writing by the age of seven. However, very few pupils attained above that level. Pupils' attainment is well above the national average for Level 2 but below the national average for Level 3. At that time only five per cent were at Level 3 for reading and none for writing. This compared poorly with the national figures of 26 per cent for reading and seven per cent for writing. By the age of eleven, the percentage of pupils reaching Level 4 or above (65 per cent) was close to the national average. However, the percentage reaching the higher Level 5 (three per cent) was well below the national average of 17 per cent. The 1999 National Curriculum tests show similar results.
8. By the time they are seven, most pupils listen attentively and show confidence in talking and carrying out instructions. Most are reading with greater confidence, using their knowledge of letter sounds to read unknown words successfully. They write in sentences and spell simple words correctly. By the time they leave school pupils have developed a good vocabulary and talk in a wide range of contexts, paying attention to what others say, qualifying and justifying what they think, after listening to others. The majority of children read fluently and accurately and many enjoy reading. Pupils can select information to answer questions and refer to text to support their views. Most pupils have developed a fluent, legible style of handwriting.
9. In the 1998 National Curriculum tests in mathematics, 95 per cent of children attained the average Level 2 or above by the age of seven. However, very few pupils attained above that level. Pupils' attainment was well above the national average for Level 2 but below the national average for Level 3. At that time only ten per cent were at Level 3 compared with 19 per cent nationally. By the age of eleven, the percentage of pupils reaching Level 4 or above (59 per cent) was close to the national average. However, the percentage reaching the higher Level 5 (seven per cent) was well below the national average of 17 per cent. The 1999 National

Curriculum tests show similar results. The 1999 results show 74 per cent of pupils at the average Level 4 and none at Level 5. Although this is an improved percentage on the previous year it is still only close to the national average.

10. At Key Stage 1, children count sets reliably and can order numbers up to 100. They understand the place value of three-figure numbers, patterns such as odds and evens and coin values. By Key Stage 2, pupils have a good understanding of place value of large numbers and decimal numbers to two places. They explain the meaning of a vulgar fraction and find fractional equivalents to common ones such as a half, a quarter and a third. A significant minority, about 30 per cent of pupils, have good skills in the mental recall of tables up to ten times.
11. At Key Stage 1, pupil's attainment in science is average with no children working at the higher levels. This is supported by the range of science work scrutinised and the 1998 teacher assessments which showed that almost all pupils reached Level 2 but none reached the higher Level 3. In the 1999 teacher assessments the percentage reaching Level 2 is higher (100%) but again no pupils reach Level 3. At Key Stage 2, the National Curriculum test results show a similar picture. There were 79 per cent of pupils reaching Level 4 but no pupils reaching Level 5. In 1999 the performance of pupils reaching Level 4 was down to 65 per cent and again no one achieved Level 5.
12. By the time they are seven, most children are able to conduct simple experiments and record their findings. They classify according to features, identify a range of common materials and understand their properties, such as whether they float or sink and understand how objects are made to move by exerting force. By the time they leave school, pupils are knowledgeable about the need for fair tests and how to carry them out. They predict what will happen in an investigation and compare their findings with the original prediction. They are familiar with the scientific names for parts of the body, identifying their position within the body. They have some understanding of the main functions of major organs such as the heart. They know about the main organs of plants and have some understanding of the life cycle of flowering plants.
13. Information technology was not taught as a lesson during the inspection but children were using it to support other subjects at both key stages. Evidence from talking to pupils at both key stages was particularly helpful. This indicates that the attainment of most pupils at the end of Key Stage 1 is in line with the national expectation. It represents an improvement since the previous inspection when information technology was judged to be below average. By Year 2, pupils use information technology to do such things as generate and communicate ideas in different forms such as pictures, store text and change the font size, style and colour of work that they have saved. They can control a programmable toy by providing simple instructions and using simulation programmes to investigate options in imaginary situations. At Key Stage 2, discussion with pupils indicates that attainment in information technology is better than the national expectation. This also represents an improvement since the last inspection, when standards were judged to be only satisfactory. By the time they leave the school the majority of pupils are confidently using information technology for a range of purposes. They use it to refine and present information in different forms and styles for a specific purpose and audience, as when the pupils created a Greek newspaper for a history topic. They select information needed for different purposes and organise and prepare it in a suitable form. This was done well by Year 6 pupils who used the Internet to research evidence from World War Two.
14. Overall, pupils' attainment in religious education is in line with the expectations of the local syllabus for each key stage. At Key Stage 1, children have been thinking about what is precious in their lives and are raising questions as they begin to reflect on experiences. Their responses indicate a growing awareness that some aspects of life are difficult to understand such as the reasons for the particular handling and care of a special book. At Key Stage 2, they have been considering that which is set apart and special and ideas about deity, through listening to stories and looking at sacred objects, people's behaviour towards such objects and the way in which these ideas produce celebrations and special times. At both key stages, pupils have a growing knowledge of other world faiths, with Judaism being introduced at Key Stage 1. This is built on later with the introduction of Hinduism and pupils are learning to relate some of the practices of other religions to the one with which they are most familiar.

15. Overall, pupils' progress in English is satisfactory at both key stages. At Key Stage 1, children develop a good knowledge of letter sounds and have the skills to use what they see in pictures and the context to read unfamiliar words. By Key Stage 2, pupils have progressed to using library skills to respond to text. Their conversations and discussions become more interesting as they listen to the viewpoints of others. In writing the younger children have learnt to spell common words correctly and show an awareness of the use of full stops and capital letters. Although pupils have developed a good style of handwriting by Key Stage 2, and there is some factual writing in other subjects, they lack the ability to write for different readers and purposes, which limits the progress they could make. Progress is less satisfactory for those few pupils who are withdrawn for special needs support, as they often miss vital elements of the lesson.
16. Overall, pupils' progress in mathematics is satisfactory at both key stages. Pupils' confidence and competence has improved since the introduction of the numeracy hour. Almost all pupils have learned that explaining the method used to find an answer helps with more difficult solutions. Recently, pupils have made sound progress at Key Stage 1 in recognising the properties of common two- and three-dimensional shapes. At Key Stage 2, they have an improved understanding of the use of graphs to display data and how to interpret the information provided. Progress is less satisfactory in the development of mathematical vocabulary and in the mental recall of tables. Progress is less satisfactory for those few pupils who are withdrawn for music tuition or special needs support, as they miss vital elements of the lesson.
17. Progress in science is mainly satisfactory across all elements of the subject; in work on life processes and living things progress is good. Pupils have a good understanding of the function of some of the organs of the body and are considering the effect of drugs on these organs. When studying physical processes, pupils made good progress when investigating ways of changing the pitch of a sound. The progress of the higher attaining pupils is sometimes slower than it might be as the work provides insufficient challenge. This was evident in the work scrutinised: there was little difference between that of average or higher attaining pupils.
18. In information technology, progress is satisfactory in Key Stage 1 and good in Key Stage 2. In Key Stage 1 pupils develop control of the mouse and keyboard and become familiar with the basic operating features of computers such as loading, saving and shutting down. They are beginning to understand how the use of a word-processing program can be useful to them. These skills are very much increased in Key Stage 2 and pupils become very confident in the use of a wide range of information technology applications. In particular, they learn how to access the Internet in order to find information and to communicate their own ideas with other people, as when they published their own poetry on the net.
19. Progress in religious education is satisfactory at Key Stage 1. At the beginning very few children are knowledgeable about Christian belief or places of worship. They begin by concentrating on their own first-hand experience then move on to Christian beliefs and practices and later are introduced to another world faith. By Key Stage 2, pupils make faster progress and before they leave school they have developed a good understanding of Christianity, particularly towards sacred objects and symbols. Older pupils' awareness of the main principal religions practised in Great Britain is extended as they develop greater knowledge with a growing realisation and ability to distinguish common features. Very good progress is made in those aspects of the subject that use their literacy skills – discussion, questioning, brainstorming.
20. Few lessons were seen in art but overall, progress is sound at both key stages. Pupils are paying more attention to the detail of their work and are becoming more aware of the particular effect they are trying to achieve. Pupils are linking the subject well to other curricular areas, such as reproducing maps in textiles and creating abstract work in the style of Picasso using computer graphics.
21. Only two lessons were observed in design and technology. Children are given opportunities to develop technological skills systematically as they move through the school and they make sound progress. At Key Stage 1, children are learning to design and make model playgrounds. At Key Stage 2, pupils are choosing appropriate materials to make picture frames and learning to design musical instruments where the pitch can be changed. Children make better progress when the planning, designing and making elements are explored in depth. Progress improves when there are opportunities for children to evaluate their designs and improve the

models as they are being made.

22. No lessons were taught in geography during the inspection but there was sufficient evidence to show that progress is satisfactory at both key stages. Younger pupils are developing early mapping skills and extending their knowledge of the features of their local area. At Key Stage 2, pupils build on this knowledge and skill when they study world maps identifying countries and such features as mountainous areas or rivers. They select an area such as St Lucia and learn to compare such features as farming methods with those employed in their own country.
23. Pupils' progress in history is good at both key stages. At Key Stage 1, children are making particularly good progress in their investigative and interpretative skills as they identify some of the different ways the past is represented. They are well able to explain the use of artefacts or objects in photographs. At Key Stage 2, they build on the skills of using various sources for research to look for different versions of the past and links between events. They are extending their awareness of chronology as they learn about Tudor monarchs and place them in order. They are learning about cause and consequence.
24. It was possible to see only one lesson of music during the inspection and there is no written work in the subject to assist judgements on progress.
25. Pupils make satisfactory progress in physical education. Most show sound skills in performing basic actions such as jumping, balancing and rolling, both on the floor and using apparatus. By the time they leave school very few pupils cannot swim unaided. They make good progress as they swim competently and safely.
26. Progress for pupils with special educational needs is mainly good. There is appropriate adult support in the classroom under the guidance of the teacher. Some of the targets in the individual education plans for pupils with special educational needs relate to a programme of work devised by an external agency rather than that of the class teacher. When pupils are withdrawn for this work they miss some essential elements of the literacy hour and progress is less good. Better progress is seen where the additional support is provided in the classroom and targets are linked to those of the subject.
27. The regular withdrawal of pupils from whole-class lessons such as literacy and numeracy for learning support programmes or music tuition is intrusive. It unduly and significantly disrupts both learning and teaching.

Attitudes, behaviour and personal development

28. In the personal and social area of learning children under-five are making at least good progress and a few are making rapid progress. Children are learning how to work, play and co-operate with others and they are already functioning well as a class group. They care what the teacher thinks of them and relate well to one another, taking turns and sharing as they work within a group. They pay attention to the work they are given and the majority of children persevere to complete the task. Behaviour is particularly good and there is a calm, orderly atmosphere.
29. At Key Stage 1 and Key Stage 2 overall, the attitude of the pupils to their work is good. Pupils are eager to answer questions, listen carefully and respond appropriately. They settle quickly and get on with their work. Pupils generally concentrate well on their work. Pupils enjoy participating in question and answer sessions, and demonstrate obvious delight when they accurately predict an answer, although when the pace of a lesson is slow, a minority of pupils resist answering questions and lose concentration. They demonstrate good collaborative skills and show high levels of involvement with their groups, as, for example, in a physical education lesson where pupils could identify how their own and other pupils' performances might be improved. Pupils work well independently and are capable of independent and sustained work, as seen in an art lesson where pupils were exploring colour to express moods and consolidating their knowledge on different shades of a colour. Pupils with special educational needs enjoy their work and are willing to apply themselves.
30. The behaviour of pupils in and around school is generally good and most pupils show self-control. Pupils are

aware when another pupil's behaviour is not appropriate. In lessons, pupils listen well to one other and respect their contributions. Where pupils do become restless it is frequently where the teacher led section of the lesson is too long as, for example, in a literacy lesson when pupils were left sitting on the carpet for an extended period of time. No inappropriate behaviour was observed towards pupils with special educational needs, or perpetrated by them. They respond well to school rules and their mainly good behaviour makes a positive contribution to their learning. There have been no exclusions in the school in the past year.

31. Relationships between pupils and between pupils and adults are good. Pupils work well together, in pairs and groups. They show respect for the property of others and that of the school, although there are some missed opportunities in the shared care of the assortment of school pets. The personal development of pupils is good. They take responsibility for a number of tasks around the school such as the morning milk drink and the overhead projector in assembly. At lunchtime, older pupils are encouraged to assist the younger pupils, for example, when unwrapping biscuits in their packed lunches. Pupils show initiative in their support for fund raising activities for local and national charities and demonstrate a commitment to the life of the community, for example, their involvement in team sports, and support for a local mission church. Pupils with special educational needs are involved in all levels of school activities.

Attendance

32. Attendance, which is for the school year 1997 to 1998 was broadly in line with other schools nationally, improved during the last school year. Good procedures are in place to monitor absence and lateness and there are few problems regarding punctuality. There is some inconsistency in the marking of registers; they do not always show the daily and weekly totals for authorised and unauthorised absences. The headteacher is now aware and checking registers at regular intervals.

QUALITY OF EDUCATION PROVIDED

Teaching

33. Teaching is the major factor contributing to pupils' attainment, progress and response. Overall, the quality of teaching is good and there is no unsatisfactory teaching. The percentage of very good teaching has increased to 32 per cent and this is an improvement on the previous inspection. The teaching of the children under five is never less than good and sometimes very good. At Key Stage 1 it ranges from satisfactory to very good and at Key Stage 2 it ranges from satisfactory to excellent. There were two lessons of excellent teaching. Although the teaching has many strengths there are still some weaknesses that need attention.
34. Teachers have a secure knowledge and understanding of the subjects they teach. They are familiar with the National Curriculum subjects, the requirements for religious education in the locally agreed syllabus and the areas of learning recommended for children under five. Teachers use their knowledge well as they plan for lessons, choose appropriate activities and carry them out. They are skilled in asking relevant questions that enable them to check pupils' progress, probe their understanding and help them to move on to the next stage of learning. Teachers want children to have a clear understanding of what they have to learn and generally use the resources effectively to extend pupils' understanding. In the very good lessons, teachers are more successful at providing demanding work for the more able pupils who work faster. This was a weakness in some of the other lessons at both key stages and children said that they found the work easy and their interest was not sustained over the period of time. This weakness was identified at the last inspection. Now teachers have to plan longer lessons in some subjects it is important to ensure that the range and challenge of tasks is appropriate for all abilities. This was not a problem in the reception class, where the brightest children were provided with very demanding work.
35. In about a third of the lessons, teachers set high expectations to challenge pupils and deepen their knowledge. In these better lessons, teachers presented learning that was modified for slower learners and extended for faster learners. The work seen matched that planned by teachers and moved children on. In most lessons the

challenge provided for children with special educational needs was appropriate and matched the targets identified in their individual education plans. In about a quarter of all lessons the teachers' expectations were not high enough and the pace of the lesson was slow, resulting in pupils making less progress than they might have done. This weakness was identified in the last inspection report and features at both key stages but not at the under-five stage.

36. Overall, the lesson planning is effective. This good planning meant that the teaching had clear objectives for what children were to learn and mostly they were achieved either during the lesson or at the end of a sequence of lessons. In some lessons, mainly at Key Stage 2, objectives were shared with the children. For example, a Year 6 class quickly gained an understanding of a task in history that needed literacy skills and design and technology ability. Where this happened the objectives were realised quickly, the teachers' intentions were met and pupils explained what they had learned. The teacher's planning for the youngest children was linked to organisation of the classroom where planned activities were set up and resourced to use over longer periods of time. For example, a listening corner enabled children to listen to a taped story and follow the text in the class-made reading book without disturbing other groups nearby.
37. The lesson planning is based on the requirements of individual subjects or, in the case of children under five, the areas of learning. Written lesson plans are good; the majority clearly show how lessons are to be developed. Occasionally the planning was adapted as children's needs demanded during the lesson. On these few occasions the teachers were correct to make the adaptations and better progress ensued. Although the planning for individual lessons is appropriate for the subject and linked to the scheme of work, continuity and progression at Key Stages 1 and 2 is unsatisfactory, as teachers do not plan together with everyone having an overview of where each year group fits in. This is essential, particularly in a school with mixed age group classes and even one with both key stages. A consistent approach is needed to provide a better understanding to parents who have expressed concerns about the inconsistencies they have observed.
38. The methods and organisation used by teachers effectively match the curricular objectives and needs of most pupils. Lessons are planned to include exposition, explanation, demonstration, discussion, practical activity, investigation, testing and problem solving. All these methods were employed during the inspection and some teachers used many of them in all their lessons. Explanation by teachers is mainly lively, informative and well structured. The use of questions probes pupils' knowledge and understanding. Practical activity encourages children to think about what they are doing, what they have learned from it and how to improve their work. Investigations and problem solving activities help pupils to apply new learning and sometimes extend it. Generally, pupils are organised to work all together at the beginning of a lesson and then in pairs, small groups or independently. The choice made by teachers tends to be based on the best way of achieving the objective and whether that allows the teacher to interact easily with pupils.
39. Two groups of pupils were withdrawn during literacy and numeracy lessons, which conflicted with teachers' organisation. Pupils with special education needs were withdrawn to undertake specific programmes of work provided by an external agency. This is unnecessary, as pupils may be supported by the agency but in the classroom, with appropriate literacy and numeracy work linked to their education plans provided by the teacher. This causes a concern to the new headteacher and new co-ordinator. The other group of children who are withdrawn are those receiving instrumental tuition. Although provision for equality of access and opportunity is satisfactory overall, there are shortcomings for these two groups.
40. There is good management of pupils at both key stages and it is particularly good at the under-fives stage. The good relationships that exist between teachers and pupils are a key factor in this management, as it makes children want to please their teachers and do well. The management of time and resources is mainly good and although many lessons go at a brisk pace with time allocations to each task, as in a history class at Year 3 and 4, teachers are aware that time is needed for reflection and consolidation and this is planned.
41. The quality and use of daily assessment are good at the under-five stage and satisfactory at Key Stages 1 and 2. Some teachers show perceptiveness in marking, particularly at Year 6 and Year 3 when comments help pupils to understand what they need to do to improve their work and make progress. In the reception class, teachers are particularly good at listening to children, providing encouragement and praise, recognising

misconceptions and building on their responses, which steers them to new learning or a clearer understanding. The daily assessments of children with special educational needs are appropriately related to the targets set in their education plans.

42. Teachers' provision for homework is generally satisfactory. Children of all ages take work home, including reading books. The homework for children under five and Key Stage 1 provides a satisfactory bridge from home to school. At Key Stage 2, the homework that is set is followed up in class, although it mainly reinforces work learnt or provides an opportunity to finish work. Teachers do not have a consistent approach to homework and clearer guidance is needed. Parents expressed a number of concerns about homework, all of which related to the inconsistent approach.

The curriculum and assessment

43. The school curriculum is balanced and broadly based and includes all the subjects of the National Curriculum and religious education. Sufficient time is allocated for each subject. A programme of personal, social and health education is also included, thus ensuring that pupils' intellectual, physical and personal development are successfully promoted. Pupils in Y6 are given many opportunities to show initiative and this is helping to prepare them successfully for the next stage of learning. All the statutory requirements of the National Curriculum and religious education are met and sex education and drug awareness are included in the curriculum. The curriculum for the under-fives is based on the recommended areas of learning and the desirable outcomes.
44. Generally, most pupils have full access to the curriculum but occasionally pupils with special educational needs are withdrawn from literacy and numeracy for additional help from the learning support teacher. Better progress is seen where this additional help is provided in the classrooms and where these pupils are seen to be doing similar work to the rest of the class. The headteacher and special needs co-ordinator are aware of these problems and intend to remedy them. In addition, some pupils are also withdrawn from the classes for individual music tuition and are consequently missing elements of the numeracy or literacy lessons.
45. Overall provision for pupils with special educational needs is satisfactory but there are some aspects that need attention. There is a new co-ordinator who is working hard to ensure that specific needs are met and children are supported in an appropriate way. Children have individual education plans and generally targets are related to the work in class, with teachers planning an appropriate match for their stage of learning. This is not always the case and both the headteacher and co-ordinator are concerned about some pupils being withdrawn from essential learning. The co-ordinator is following previous practice and this has not been discussed with the designated governor for special educational needs. Despite her best efforts the co-ordinator has been unable to find training in the Code of Practice, which is an urgent requirement. Governors need to assist the headteacher in planning regular time for her to manage this important aspect.
46. Although the school has worked hard on planning and has now recognised the need for identifying a clear purpose for the learning in each lesson, there is still some way to go with the longer term planning which ensures continuity and progression. Each teacher is responsible for planning the term's work for the class and though some do this in great detail, there is a lack of consistency in approach. There is also a clear need to plan different work for pupils of different abilities particularly for the higher attainers, who need a higher starting point for their work. As there is no overview of the process, there is no guarantee of progression or of pupils of the same age, but in different classes, having similar learning experiences. Much hard work has been done by individual teachers to ensure that staff have very good guidance in some subjects, which makes appropriate reference to programmes of study, for instance in science, but this guidance is not always well used. The recently appointed headteacher is well aware of the situation and has already instigated a series of regular staff meetings to try to find a common approach and format for the planning. He has also recognised that there has to be more focussed planning for the different ability groups within each class and in particular for the higher attaining pupils.
47. The curriculum is enhanced by a satisfactory number of extra-curricular activities, which include guitar,

recorder, band and Morris dancing. There is also a range of sporting activities, which include football, for boys and girls, rounders and athletics. Two members of staff supervise these activities with approximately 100 pupils participating on a seasonal basis.

48. The school's strategies for literacy and numeracy are satisfactory and staff are becoming more confident as they become familiar with the materials and documents. Planning for these subjects in the class with two key stages is sound and the teacher uses appropriate materials for both age groups.
49. The statutory requirements for National Curriculum testing and assessments are met and are effective. The headteacher has very carefully analysed the results in order to target different groups for future improvement and also to identify implications in the teaching programme. Lessons are modified according to assessment of previous learning in some lessons but this is not yet consistent throughout the school. Assessments of pupils' learning are best where they are measured against a precise learning objective. A base line test is used to assess pupils on entering the school and other standardised tests are used throughout the school to provide further evidence of pupils' progress. There are some good examples of marking being used to enable pupils to make progress but marking is not consistent. Information from assessments is entered into the pupils' record sheets and these are used to inform the reports to parents. The reports give clear indications of how pupils can improve in future and although parents at the parents meeting felt that the contents were non-specific, this is not born out by the inspection evidence.

Pupils' spiritual, moral, social and cultural development

50. The development of pupils' spiritual, moral, social and cultural development is satisfactory, overall. Provision for social and moral elements is good.
51. Spirituality is mainly developed through assemblies, religious education and through the programme of personal, social and health education. In one assembly for instance, the story concerned one boy's prejudice towards his friends and pupils were asked to consider their own prejudices about people. They were able to make a good contribution through answering questions and displayed a good awareness of the wider issues of prejudice such as racism. In circle time pupils are given opportunities to consider their own beliefs and values and to recognise that each person is an individual and that each person is different. In worship times the theme of 'our wonderful world' has been used well as children have been led to appreciate the parts of a flower, insects, and textures in nature. A sense of wonder has resulted in fine observational drawing of a water mite and the writing of poetry that expressed the flutter of a butterfly and sparkle of a diamond.
52. Pupils' moral development is good. Pupils are constantly reminded of what is acceptable behaviour and what is not and most appear willing to accept the rules. In personal and social education, pupils develop an awareness of morality by learning tolerance of each other, of learning to play by rules and by discussing emotive subjects such as drug abuse. The school reward system, which awards points for good work and behaviour, provides further support for moral development. Teachers set a very good example for pupils in the way that they deal with individuals and in the way that they try to explain why a pupil is behaving in an unacceptable manner. Parents are very strong in their support for the values that the school promotes and believe that these values have a positive effect on the pupils, a view born out by the inspection.
53. Pupils' social development is also good. Pupils relate well to each other and are prepared to work together to find common solutions to problems. They take on an increasing amount of responsibility, with the oldest pupils helping to care for younger pupils at lunch times and having responsibility for the music and hymns in assemblies. They learn tolerance of one another's opinions and beliefs in religious education and in circle times and in other lessons are encouraged to listen to others. Many of the older pupils are able to work without the direct supervision of the teacher and all pupils show respect for the artefacts that are on the displays. Pupils are also involved in community events such as the village flower festival, Age Concern and in a range of extra-curricular activities such as guitar, sports, recorders and Morris dancing. There is also an environmental club, which makes a contribution to the beauty of the village by growing plants and trees.
54. Pupils develop an awareness of their own cultural traditions through their work in the village community and

by the work done in geography, where they use the village for work on maps and environmental issues. They learn about the richness of other cultures and beliefs through their work in religious education and in geography. In religious education they study other religions such as Judaism and Buddhism as well as learning about Christianity. They make comparisons in geography between their own area and St. Lucia. In art they study the works of artists from other countries and times. In music they listen to a range of music from many cultures.

55. Although the overall provision for pupils' spiritual, moral, social and cultural development is satisfactory, more could be done to promote these elements, particularly in curricular planning.

59. Support, guidance and pupils' welfare

56. Overall, the school's procedures for the support and guidance and welfare of its pupils are satisfactory.
57. The school's procedures for monitoring the progress and personal development of pupils are good. Effective use of baseline assessments and a range of analytical tests assists the identification of pupils who require additional support at different stages in their time at the school. Termly reviews for pupils with special educational needs regularly monitor the progress of these pupils and their personal development. The delivery of a broad personal and social education curriculum, and pupil's contributions to circle time in lessons, create an effective mix of formal and informal procedures for monitoring pupils' personal development. Appropriate medical supervision and occupational and speech therapy are provided for those pupils who require such support on a regular basis. The school also makes good provision for those pupils who require behavioural and pastoral support to meet the demands of their individual education plan targets.
58. The school has good procedures for maintaining behaviour and discipline, and ensures that an appropriate range of rewards and sanctions is in place to encourage good behaviour and discourage bullying. However, although the bullying policy is in place there are no procedures for control and restraint in line with recommendations by the Department of Education and Employment. The headteacher is responding swiftly to parental concerns over behavioural management. Most of the lunchtime supervisors are currently studying behavioural management as part of their professional development. An incident book is maintained. The school is addressing the concern in the previous inspection over the lack of supervision at lunchtime by advertising for an extra mid-day supervisor and rearranging lunchtime duties.
59. The school's procedures for monitoring and promoting good attendance are satisfactory. Registers are marked regularly but instances of inconsistency over marking procedures were observed during the course of the inspection. Parents are regularly informed of the importance of good attendance but a significant number of parents continue to take their children away from school for holidays in term time.
60. The school's arrangements for child protection require action. The school has a specific child protection policy and follows the procedures of the local area child protection committee, but no staff, including the designated person, has received recent and relevant training in child protection procedures and awareness of associated issues.
61. The school's arrangements to promote the health of its pupils are good and well supported by drugs awareness and sex education programmes. The pupils' well-being is effectively promoted by the regular involvement of specialist health care staff. Healthy eating is promoted across the school both in lessons and at break times. The school nurse visits regularly, and in addition to the one qualified first-aid person in the school, all staff are due to attend a training course. The school's provision for promoting the safety of its pupils is unsatisfactory. Although the school holds regular fire drills and electrical appliances, fire-fighting equipment, physical education equipment and fire alarms are tested regularly, no risk assessment has been completed as required in law. This needs urgent attention.

Partnership with parents and the community

62. Overall, the school's partnership with parents and the community is now satisfactory and improving. The findings of the previous inspection emphasised the need to continue to develop and extend effective links to parents but until recently, these were not perceived by many parents to have improved since the previous inspection. Many parents now approve of the changed ethos of parental involvement and improved communications in the school.
63. Parents' involvement with their children's learning in school is satisfactory and a number of parents regularly accompany pupils to their swimming lesson to ensure a safe level of supervision. The school receives regular parental assistance in the school library and with a range of school activities. Although there is no formal home-school association, parents, pupils and friends of the school are enthusiastic fund-raisers for the school. These parents and friends are active in promoting social links between the school and the community such as the weekly bingo sessions held in the school hall, and the forthcoming Christmas Fayre. The school encourages parents to hear their children read at home and to support the increasingly consistent homework provision. Many parents make good use of the home-school reading record to indicate their involvement with their children's reading at home.
64. The quality of information supplied to parents is mainly satisfactory but some aspects need attention. There are omissions in the Governors' Annual Report to Parents and this does not meet statutory requirements. Regular newsletters are sent home and the parents' room contains a useful range of information for parents on educational issues. The pupil's annual reports meet legal requirements and generally tell parents what their children know, understand and can do, and indicate some future targets. Parents value the recent improvements in information on the curriculum, and the planned provision for workshops in literacy and numeracy, but some are still concerned over lack of communication with teachers on day-to-day classroom issues. A significant number of parents feel that the time allocated to them for parental consultations on Open Evenings has been too short, and that they have not been encouraged to attend. Parents value the consideration given to their views on the new home-school agreement, as a significant number of parents consider that their views were not previously valued by the school or the governing body. Parents with pupils with special educational needs are actively involved in supporting their children's reviews and establishing targets for their education.
65. Overall, the school's partnership with the community is satisfactory. The school makes regular use of the immediate area of the village, visiting a local nature reserve to support the science curriculum and observing the construction of a wooden framed house to support history in the curriculum. Pupils take part in the local village flower festival.. There are few visits to surrounding areas to enrich the curriculum. The local clergy visit the school regularly and the school has close links to the mobile police team. The school has strong links to the charity, Age Concern, who use an area of the school to garage their mini-bus. There is no partnership between the special educational needs co-ordinator in the school and the special educational need co-ordinators in receiving secondary schools to support the transfer of information on pupils with special educational needs. The school has close links to the outside agencies involved in the support of pupils with special educational needs.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

66. At the previous inspection the overall leadership and management were judged to be satisfactory. They are now unsatisfactory. However, the new headteacher, who has only had a few weeks in post, is providing positive, constructive leadership, both by his own example as a teacher and through the clear vision he has of where the school needs to go and of the requirements of staff and pupils. He has already correctly identified the areas where improvements are needed. This work began last term when the deputy became acting headteacher and started to alert the governing body to her concerns; for example, the school was not working the number of hours recommended for pupils at Key Stage 1 and Key Stage 2. The partnership of head and deputy is beginning to work well and they are joined by the Key Stage 1 co-ordinator in the senior

management team. This management team is already establishing the clear educational direction needed and providing a firmer steer to the work of the school.

67. The senior management team recognises the need for a management structure where roles are clearly defined and people empowered to make decisions. Tasks need to be negotiated and reviewed at agreed intervals. This process has begun and there is a realisation that non-contact time will be needed. For example, despite her best efforts, the new special educational needs co-ordinator has received no training in the Code of Practice or regular management time to carry out her extensive responsibilities.
68. The governing body is a supportive group that are working closely with the new headteacher and the school. Governors meet regularly and are being kept up to date on the progress of developments identified in the school development plan. Some members hope to involve themselves in training and to attend school functions. The governing body does not have a strategic view of the school's development. The leadership is only now beginning to build and co-ordinate a team whose members have a common purpose, a willingness to contribute individual strengths and a capacity to reflect critically on what they are doing and how it can be improved. Governors have had some involvement in monitoring the budget when one governor with specialist accounting skills advised the previous headteacher. Since the retirement of that governor no minutes have been kept of any financial meetings. The budget is now to be recorded in such a way that makes it possible for the administrative staff and governing body to monitor the spending on a regular basis. Governors will be more involved in monitoring the budget and developments in school. They need to be acting as critical friend to the headteacher and staff.
69. The support and monitoring of teaching and curriculum development are unsatisfactory. Although staff have had some training for implementing the National Literacy Strategy and National Numeracy Project, no training is identified in the most recent Governors' Annual Report to Parents and opportunities have been limited. Co-ordinators have made good efforts to support other teachers with advice and suggestions and some have provided schemes of work. This has been helpful but this important management task has had to rely on the good will of staff rather than on a well-organised strategy that is sufficiently rigorous to identify strengths and build on good work while at the same time remedying any weakness.
70. The headteacher, who needs to be leading the development, has a full-time class commitment for two days per week. This limits his time to monitor the teaching and learning first hand in other classes. The subject co-ordinators have no regular time to do so, which restricts their ability to manage their subjects as well as they would wish. Most teachers manage more than one subject.
71. There is now a commitment to monitoring and evaluating teaching and the curriculum and to taking action to sustain and improve their quality. A whole-school approach is planned which involves everyone in team planning. By planning together teachers will:
 - gain an understanding of how objectives are tackled in other classes;
 - monitor progression and development of pupils through the school, ensuring that there is no unnecessary repetition;
 - gain support in planning activities for more able pupils and ensure that children in split age classes get equal access to the curriculum;
 - be allowed to monitor their subjects as co-ordinators and have some direct input into planning across the school;
 - reduce the amount of planning that teachers do at home;
 - share approaches and outcomes of the assessment of planned objectives;
 - identify the aspects of school policy that are inconsistent;
 - agree a consistent format for recording work to ensure that information can be easily retrieved and understood.
1. Staff training is rightly seen as a priority by the headteacher. Job descriptions have now been discussed with staff and a date for review agreed. This will lead to properly negotiated job descriptions that are clear and realistic. Appraisal has lapsed and at present the statutory requirement is not being met. The governors are

now aware of this situation and are looking to the headteacher to resolve it. As this gets underway, training for staff will be identified. Already, a lack of training for the special needs co-ordinator and an absence of child protection training have been identified.

2. Governors have worked hard to get improvements made to the school hall, which is unsatisfactory for the teaching of physical education, particularly at Key Stage 2. Teachers strive to make the best use of the provision but they are hampered by the smallness of the hall and although pupils make satisfactory progress in some aspects, they could do better with more appropriate facilities.
3. The school has agreed and published aims with appropriate statements for what primary aged pupils can achieve but there is no reference to the need for high standards. Governors are involved in reviewing these aims and suggesting changes where they feel this is necessary. Implementation of the school's aims, values and policies are satisfactory but there has been little involvement of staff and governors are unaware of whether they are understood. When they are next reviewed consideration needs to be given to the extent to which the aims, together with the values and policies, influence the work of all staff and share the basis of a shared sense of purpose.
4. The acting headteacher completed the present school development plan. It is based on the previous model and targets are satisfactory in relation to the school's needs. The monitoring and evaluation of the school development planning are unsatisfactory. There are no sound procedures for monitoring and evaluating the outcomes of its work, including the use of quantitative data, where that is appropriate, in order to judge the extent to which priorities are achieved. The development planning process has had some staff involvement but all staff need to take part in elements of planning, implementation and review. This has been recognised. The present headteacher has planned staff meetings which will have a single focus for discussion directly related to issues in the school development plan. This will provide in-house training and greater involvement in the school's development.
5. The school ethos is generally satisfactory. The current leadership and management are having a positive effect on children's attitudes to their work. Relationships are good at all levels. Communication with parents is improving. An ethos of striving and the will to succeed is beginning to flow into aspects of the school's life. However, the school does not yet have a full commitment to high achievement and some aspects of equal opportunity need improvement. There are still too few pupils gaining the higher levels in their National Curriculum tests and some pupils are withdrawn from literacy and numeracy lessons to undertake other work. This is unsatisfactory.
6. Governors have not always been as well informed as they might be and not all statutory requirements are met but they are now aware and trying to remedy them. Areas that need attention are as follows:
 - There is no risk assessment;
 - There is no child protection training;
 - There are no procedures for control and restraint;
 - Inconsistencies occur in the marking of attendance registers;
 - The withdrawal of some pupils from literacy and numeracy conflicts with pupils' rights to equal access to all aspects of the curriculum;
 - Staff appraisal is not in place;
 - The school prospectus lacks information on pupil absence rates.
 - The Governors Annual Report to Parents lacks information on
 - arrangements for admission of pupils with disabilities;
 - details of steps to prevent disabled pupils being treated less favourably than other pupils,
 - details of facilities to assist access to the school by pupils with disabilities;
 - information about the professional development undertaken by teaching staff.

Staffing, accommodation and learning resources

1. The school employs a sufficient number of suitably qualified and experienced teachers to meet the requirements of the National Curriculum, the literacy and numeracy hours, religious education and the areas of learning for the children under five. All teachers have leadership responsibilities in areas of the curriculum. They are now working closely together as an effective team in raising standards of attainment and ensuring good provision for pupils' personal development. An experienced classroom teacher has been appointed as co-ordinator for special educational needs, although, she has had no specialist training for this position.
2. A number of learning support assistants are employed who provide good support for children under five and pupils with special educational needs. Two administrative assistants attend to clerical and management matters. Under the present arrangements there are times when neither of them is available in the school office to take incoming calls and deal with urgent matters.
3. Overall, provision for staff development and training is satisfactory, although it cannot be linked to staff appraisal as this has lapsed. Training has been clearly identified and prioritised in the school management plan. Recently the emphasis has been on training for the introduction of the literacy and numeracy initiatives although the development of the role of curriculum co-ordinator has also been given a high priority. The school is also aware of the urgent need to provide suitable training for the special educational needs co-ordinator to ensure that she is knowledgeable and skilled in the implementation of the Code of Practice for these pupils. Training is urgently needed in child protection. Staff development includes provision for the support staff, two of whom are currently attending a course on pupil management. One of the classroom assistants has also recently completed a course on accelerated literacy support for pupils with special educational needs and the administrative assistants have attended courses relating to the upgrading of the school's management computer.
4. The school accommodation is kept scrupulously clean and is enhanced by displays of pupils' work. It is satisfactory for the teaching of all subjects other than indoor physical education. In addition to being small, the hall is a thoroughfare for access to the library and to other parts of the school. It is also used extensively for the storage of resources particularly large items such as musical instruments. This severely restricts the range of activities that can be taught, particularly those involving running, dodging, varying pace of movement and minor games.
5. Resources have improved since the last report when several subjects were identified as having significant shortages. Resources are now adequate for all subjects and staff are aware of the need to add to them in some subjects. A good feature is the good quality of resources produced by the classroom assistants to support pupils with special educational needs - for example, cards to support naming, ordering, adding and subtracting numbers. Good use is made of the school grounds to support the curriculum including a range of animals such as ducks and hens. There are interesting markings on the playground, small plantations of trees and a wildlife area to support teaching in science. The school makes effective use of resources beyond the school such as the village church.

The efficiency of the school

6. The administration of the school's finances is sound. However, a more detailed school development plan, over one year, with a more explicit link between the development plan and the budget, would provide the school with a clearer indication of its strategic planning, both in the short and long term.
7. The school development plan and the school budget were put together by the acting headteacher assisted by the governing body, who in consultation with the LEA agreed that the development plan should be minimal in the light of a new headteacher being appointed. The recently appointed headteacher has produced a document in which he clearly outlines his vision for the school and which will ultimately, in consultation with the governing body, become the school's development plan. The governing body needs to take measures to monitor the

budget more closely and regularly, and consider spending decisions carefully in terms of cost effectiveness.

8. Effective use is made of the teaching and non-teaching staff, but the co-ordinators have no non-contact time to carry out their responsibilities to monitor the teaching and learning. The teaching time at Key Stage 2 is one hour and twenty five minutes short of that recommended. The governing body have been aware of this since it was drawn to their attention by the acting headteacher in April, and there is a commitment to move towards the recommended hours in September 2000. Accommodation is used effectively, teachers make good use of the space available and make particularly good efforts to make the best use they can of the limited hall space for physical education. Resources are adequate and, although teachers are aware that some subjects need more, they make effective use of what they have. Appropriate funding is directed towards supporting pupils with special educational needs and it is used very effectively to support their good progress.
9. Routine administration, communication and organisational arrangements are effective and enable the school to function efficiently on a day-to-day basis. There are secure systems for collecting and banking monies and for auditing accounts. Funds for special educational needs are used primarily for the additional adults to support pupils in and out of the classroom. The school's administrative staff are friendly, efficient and welcoming. The recommendations of the most recent auditor's report have been acted upon and financial management systems are generally secure.
10. When account is taken of pupils' average attainment on entry, their satisfactory progress over their time in the school, their average attainment in English, mathematics and science, the overall good quality of teaching and the good attitudes, behaviour and relationships of pupils, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

11. Children start school at the age of four years. Children's attainment in literacy and numeracy is wide ranging but generally what might be expected for their age. When reception pupils enter school they are assessed by the teacher so that appropriate activities can be provided that are at a suitable stage for their learning. The children under five have been in school full-time for just a few weeks. Already they are well settled in and familiar with school routines. Since the children have had only a few weeks in school they are still acquiring the desirable knowledge and skills that they need to begin the National Curriculum by the time they are five. Attainment is satisfactory in all areas of learning, as children make good progress and they are likely to have achieved the desirable outcomes of learning by the time they are five.
12. In the personal and social area of learning children are making at least good progress and a few are making very good progress. Children are learning how to work, play and co-operate with others and they are already functioning well as a class group. They are confident as they speak spontaneously to other children and adults and normally prefer to play with others rather than alone. They care what the teacher thinks of them and relate well to one another, taking turns and sharing as they work within a group. They pay attention to the work they are given and the majority persevere to complete the task. They are beginning to select appropriate tools or materials for tasks, as when printing with paint or writing numbers. They demonstrate independence when showing a preference for one activity over another and will suggest to the teacher what they would like to do next. This independence is extending to dressing after physical education, although several children still need help. They attend to their personal needs unaided when visiting the toilet or washing hands after a messy activity. They are becoming sensitive to the needs of others and are beginning to be aware that others within their community are of other cultures. Their recognition of what is right and wrong is developing and they show care for living things and their classroom. Their awareness of the need to take care with their own and other people's property is becoming well established. Behaviour is particularly good for their age and children work well in this calm, orderly environment.
13. The emphasis on helping children to acquire competence in English as soon as possible and making use of their developing skills in talking and listening at every opportunity is a key factor in the good progress made in the language and literacy area of learning. They listen in small groups or in the whole-class group in such situations as story time, role-play, attending to instructions and using the tape recorder with headphones. They respond to questions about a story and carry out an activity having listened to instructions. Their vocabulary is growing and they speak clearly when expressing their needs. There is maturity in their speech that is understood by all in the class. They join in with familiar phrases from stories such as 'The Three Bears' and when choosing books behave like a reader, even though they may not recognise the words. They know that print conveys meaning and already the majority of children are showing an interest in books and want to be like the few older Year 1 pupils in the class. They have made their own class reading book based on a favourite story and are ready to make individual books. Several children willingly talked about their favourite books and are becoming aware that books have authors. They invent stories based on small world toys as they build houses and use cars or dolls with it and when in the home corner or dressing up. They are just beginning to be aware of the sounds of alphabet letters but when recognising their name they know the sound of the first letter. They are learning to control writing tools and form letters and have many opportunities to develop hand control in their play activities. In their writing they make good use of pictures and symbols to communicate meaning. The activities of the literacy hour are being introduced to children under five gradually, so that by the time they are five they will be familiar with the necessary organisation and skills.
14. The mathematical area of learning provides the foundation for numeracy. The provision of practical activities, use of mathematical language and development of simple mathematical ideas is having a positive effect on the good progress made in numeracy. Aspects of the numeracy hour are being gradually introduced. Children match objects such as cup and saucer in the home corner. They match the right size of birthday present to the right size of bear when involved in the three bears' party. In other play activity they were observed using mathematical language such as *bigger than, more, tallest and shortest*. They construct chairs of appropriate

size for the three bears. They take on the roles of the bears in the home corner when having a party as part of learning about the number three. They are already familiar with such number activities as counting objects and relating it to a written numeral, reciting number rhymes and taking part in counting games and number stories. Their work with number rhymes and stories is beginning to make them aware of number operations such as addition and subtraction. They are able to sort a variety of objects by appropriate characteristics such as shape and size.

15. In the area known as knowledge and understanding of the world, children are laying a foundation for historical, geographical, scientific and technological learning. Children respond to questions about the recent past, or photographs of family or when prompted by memories of when they were very young. They respond to photographs of themselves as babies and toddlers. They like to draw and paint pictures of their family home or local features such as shops. They talk about events which are important to them – birthdays, outings and holidays. They show an interest in living things such as the ducks outside the classroom and the one baby chick. They know that plants are also living things and are learning that they grow and change. When using the computer they are learning to control the mouse to move objects on the screen. They talk about what they see in our wonderful world and draw some of them. They look closely at similarity and difference when observing parts of the body and record in sets those which are similar. They are developing skills in cutting, folding and joining to make models. They build with bricks and small construction apparatus to construct homes, they join pieces of a jigsaw and manipulate dough as their designing and making skills are developed.
16. Children make good progress in physical development as they handle appropriate tools, objects, construction and malleable materials safely and with increasing control. There were many opportunities for pupils to do this in the classroom as they involved themselves in purposeful play. There is no designated outdoor space for the use of children under five to use large equipment to develop their skills. This criticism was made in the previous report. However, opportunities to use the hall space are utilised. Pupils move confidently in the hall, using the space well. They are aware of the presence of others and avoid bumping into them. They walk, run, hop and jump, in the confidence that their bodies will respond as they require. The repetition of any physical activity is increasing their dexterity. They use small equipment such as beanbags to improve their balancing skills. There was no opportunity to see children engaged in climbing or using large apparatus.
17. In their creative development children are using their imagination and ability to communicate and express their feelings in creative ways. There were few opportunities to observe creative activities but there is sound evidence that progress is satisfactory in this area of learning. The opportunities afforded through art, music, story and imaginative play are used to increase their ability to use their imagination, listen and observe. Some children are adept at mimicking the mannerisms of others and incorporating them into their play such as when they use puppets to retell a story. They become engaged in a story and empathise with the characters. They are developing their choice of materials and tools for a specific task such as designing wrapping paper for a birthday present. They use a range of materials to make pictures and decorate objects including paint, crayons, felt pens, simple printing and modelling material. They listen to sounds of recorded music and have favourite songs and tunes.
18. The quality of teaching is good in most areas of learning and very good in language and literacy. The teacher provides a safe, secure and well-organised area in which children can learn. The teacher's expectations of progress and behaviour are high but she knows the children well and such expectations are appropriate. The early years policy reflects the curriculum recommended for children under five. The teacher has a secure knowledge of this curriculum which, is reflected in the daily planning of lessons and appropriate objectives for learning. Suitable teaching methods are used. For example, the teacher provides clear explanations of the activity and checks that children understand, through effective questioning. First-hand experiences make them think carefully about what are doing and independence is encouraged. Relationships are particularly good, which makes the children want to please the teacher and work hard. The teaching is organised effectively, which means that children are grouped appropriately for the task. There is a balance of teacher-directed and child-selected work and the best use is made of the resources available. In language and literacy the teacher displayed a great love of this area of learning and provides a print-rich learning area. Captions and labels are everywhere reminding children that print conveys meaning and activities are more interesting when they are able to read. No opportunity was missed to extend children's vocabulary, remind them of letter sounds and

encourage a love of books.

19. The teacher was assisted by willing volunteers who were well deployed and had a satisfactory understanding of what children needed to know and do. However, there was a lack of trained help in this class. The school does have appropriately trained staff for this age group but mainly they are used elsewhere in the school. When the trained staff were available the contribution to language development was extended and better progress ensued. When responsibilities are reviewed it would be appropriate to look at the best use of those staff who are specifically trained to work with children under five.

ENGLISH, MATHEMATICS AND SCIENCE

English

20. Pupils' attainment in English at Key Stage 1 is above the national average and broadly in line with it at Key Stage 2. These findings reflect the results of the 1998 National Curriculum tests. The proportion of pupils attaining Level 3 in Key Stage 1 and Level 5 in Key Stage 2 was below the national average and too few pupils are attaining the higher levels. When compared with results in similar schools attainment at the end of Key Stage 1, in reading, was well below average and in writing was below average. At Key Stage 2, results in English were well below average when compared with those in similar schools. The National Curriculum test results for both key stages show a similar picture.
21. In lessons, most seven-year-olds speak clearly in a variety of contexts. They listen attentively and are beginning to express themselves confidently. Pupils are encouraged to read out their work to the rest of the class and are introduced to a range of activities that include partner and small group work. They carry out instructions accurately, are willing to answer questions and some can explain why things happen. By the end of Key Stage 2, pupils talk in a wider range of contexts, paying close attention to what others say, qualifying and justifying what they think, after listening to the opinions of others. For example, they can discuss quite freely how words have created our pictures and ideas about Macbeth and Lady Macbeth in Shakespeare's play.
22. By the end of Key Stage 1, children are reading aloud their own work and simple texts, with few mistakes and some expression. Many can talk about what is happening in a story and some can explain the reasons why characters act as they do. They are beginning to use a variety of strategies to help them read, such as picture cues, word recognition and knowledge of letter sounds. The majority of children show enthusiasm for books and enjoy hearing stories. They use their knowledge of the alphabet and the index in books. All pupils know the purpose of the contents page and index and understand the difference between fiction and non-fiction. By the end of Key Stage 2, the majority of pupils are beginning to read fluently and for enjoyment. Some can express strong opinions about what they like and dislike in the work of different authors. They read from a variety of texts, including books, leaflets and poetry. They can select information to answer questions and refer to a text to support their views. However, few pupils have developed the more advanced reading skills such as skimming and scanning for retrieving information. All pupils select between non-fiction and fiction books, and use the contents page, index and glossary of a reference book.
23. In writing, by the end of Key Stage 1, pupils' handwriting is developing and they are writing in sentences, using some punctuation. Some children use speech marks in their writing. They spell simple words correctly but few use imaginative or descriptive words when writing stories. Children are given opportunities to write in response to a variety of stimuli, including stories, poems, personal experience and letter writing. At Key Stage 2, pupils are writing reports, poetry, letters expressing opinions and posters. However, opportunities for extended writing appear to have been limited. This should be addressed by the recently introduced hour per week devoted to extended writing. The majority of pupils write in sentences, using appropriate punctuation, including speech marks, exclamation marks and brackets. However, the overuse of the drafting book, in which work is often not marked or finished, leads to pupils lacking the appropriate feedback about spelling and grammar mistakes. Handwriting is clear, legible and in a joined style.

24. At both key stages, writing is used to support learning in other subjects. For example, in religious education, pupils have used storyboards to tell the story of Noah's Ark. In history, Year 6 pupils described Elizabethan court life. Other pupils use CD-ROM and the Internet to carry out research into life in Tudor times and ancient Greece.
25. Progress is satisfactory at both key stages in speaking and listening. Pupils learn how to speak clearly and express their opinions. They grow in confidence in speaking to an audience by reading their work out, and by taking part in class discussion and group work. They listen to the teacher for increasingly longer periods of time. Progress in reading and writing is also satisfactory, overall, although more able pupils need to be extended further with more challenging tasks. At Key Stage 1, pupils use their knowledge of letter sounds and other contextual clues to help read unfamiliar words. Their enthusiasm for books increases. By the time they are eleven they have developed skills of responding to fiction and the use of some library skills. In writing, by the time the children are seven they are beginning to write in sentences, and spell frequently used words correctly. By the end of Key Stage 2, they have developed a legible style of handwriting but need to extend their skills to include a wider range of audience. Pupils with special educational needs make good progress in recognising and reading a wider range of words.
26. Pupils' attitudes to their work in English are good. They are keen to learn, interested and are prepared to listen to the teacher and one another. The majority of pupils work well independently and in groups and generally concentrate well.
27. Overall, the quality of teaching is good at both key stages. A significant proportion were very good and there was no unsatisfactory teaching. Teachers make good use of question and answer techniques, establish what pupils know and extend their ideas. Effective pupil management ensures that pupils sustain concentration and persevere with tasks. Teachers use resources effectively, which keeps children interested. However, more challenging tasks and extension materials need to be provided for the high attainers. Teachers' knowledge in the subject is generally good, but further training in the implementation of the literacy hour is needed. Generally, teachers try to explore opportunities of developing literacy in other subjects and in some instances this is good. For example, in science when pupils explain the investigation into the pitch of musical instruments and in personal, social and health education when pupils express their views about animal rights and smoking. Teachers' marking of work is inconsistent. The best practice includes the good use of encouraging comments and diagnostic comments to help pupils make better progress and to improve their attainment. This good practice needs to be shared throughout the school as a whole.
28. Literacy has been given some priority over the last year and each class has one hour of focused literacy activities in which time is used satisfactorily to develop the necessary skills. However, a more consistent whole-school approach to planning which details a structured programme of learning linked to the National Literacy Strategy would contribute more to the progress made by pupils. The role of the subject co-ordinator has not been developed since the previous inspection to include the monitoring of teaching and learning
29. The issues arising from the previous inspection have not all been successfully addressed. However, the school is now aware that more must be done for high attainers and extended writing has recently been added to the timetable. Effective systems have also recently been adopted for the assessment and recording of attainment and progress in English to enable useful targets to be set for the school.

Mathematics

30. The previous inspection report stated that standards were in line with national expectations and commensurate with abilities. Inspection evidence shows that by the age of seven, more than 80 per cent of pupils attain Level 2 which is the average level for this age. Very few pupils attain above this level. The 1998 National Curriculum test results show the number of pupils attaining Level 2 to have been well above the national average although attainment at Level 3 was below. Results in the 1999 National Curriculum tests at the end of Key Stage 1 follow a similar pattern to those of 1998. By the age of eleven, attainment by approximately 70 per cent of pupils is at the average Level 4. This is an improvement on the 1998 National Curriculum Test

results when 59 per cent attained Level 4, which was broadly in line with the national average. Very few pupils attain the higher Level 5. Results at the end of Key Stage 2 improved in the 1999 tests, when 74 per cent attained Level 4 although no pupil attained the higher Level 5.

31. By the end of Key Stage 1, most pupils count sets reliably and can order numbers up to 100. They understand place value of three-figure numbers, patterns such as odd and even and coin values. They know how to estimate and use non-standard and standard units to measure. Most know the names of common two- and three-dimensional shapes and some can describe properties such as faces edges and angles. They understand the meaning of simple fractions and use these correctly when telling the time. They can record information, such as common pets and favourite colours on graphs and use these to find answers to questions. They apply mathematics in other subjects such as when measuring the growth of plants in science. These achievements relate to the National Curriculum average Level 2 for seven-year-olds. There is very little evidence of achievement at the higher Level 3. For example, few pupils at this age understand place value to 1000 or have secure mental recall of the 2, 5, and 10 times table.
32. Inspection evidence shows that by the age of eleven, most pupils have a good understanding of large numbers and decimal fractions. Most have knowledge of vulgar fractions and can find fractional equivalents of common ones such as a half, a quarter and a third. The majority measure accurately, choosing appropriate units and instruments. They are particularly competent in collecting data, representing their findings on charts, tables and graphs and describing their findings, using mathematical vocabulary such as frequency, range, mean, mode and median. About 30 per cent of eleven year olds have good recall of number tables but there is some weakness in this area. Mathematics is used effectively in other subject areas when measuring shadows, in Rangoli patterns in religious education and compiling graphs of the reigns of queens and kings in history. These attainments relate to the average Level 4 for eleven year olds; other than in data handling, there is little attainment at Level 5. For example few pupils understand percentages, divide and multiply large numbers confidently by two-digit figures or understand division as the inverse of multiplication.
33. The introduction of the numeracy hour has resulted in an improvement in pupils' oral and mental ability. They use methods such as partitioning by place value, halving and doubling rounding numbers up and down to solve mental problems. The lack of a sound level of mathematical vocabulary, however, restricts the ability of many pupils to explain their methods mathematically. There is also underachievement by many in the mental recall of tables and number bonds involving addition and subtraction and, for the older pupils, multiplication and division of numbers such as 10, 12, 20, 50 and 100.
34. Progress in both key stages is satisfactory. This is shown in the increasing confidence in oral and mental work. Key Stage 1 pupils have also made sound progress in recognising the properties of common two- and three-dimensional shapes. In Key Stage 2 there is improved understanding of the use of graphs to represent data and the vocabulary needed to interpret the information shown. Pupils with special educational needs make good progress, particularly when given adult support. A lesson involving ordering numbers up to twenty, recording 'before' and 'after' numbers and adding and subtracting to this level showed particularly good progress.
35. A minority of pupils show enthusiasm for mathematics but almost all are interested in the magic of numbers. They are usually keen to participate in oral work, try hard to talk about the methods they have used to find solutions and work sensibly with other pupils. Behaviour is usually good and the majority work conscientiously at their tasks. They use resources carefully and try hard to record their work in a neat and tidy fashion. On occasions some younger pupils are inattentive and easily distracted.
36. The overall quality of teaching is good. No unsatisfactory lessons were observed, although there were shortcomings in a number of lessons graded as satisfactory. Most teachers have a secure knowledge and understanding of the National Curriculum and are becoming increasingly confident in using the numeracy initiative. Lesson plans are clearly written, identifying what pupils are expected to learn and content is well chosen to meet these objectives. Pupils are well managed and resources efficiently organised. There is a high degree of direct teaching, although, on occasions, teachers do not recognise that the faster learners require less direction and can often begin their work at a higher starting point. This was shown in a lesson about shape

when all pupils were shown how to count edges, faces and vertices even though some had a clear understanding of the meaning of these terms and could have undertaken the counting independently. Teachers evaluate lessons and monitor the progress of pupils efficiently and use this information effectively to plan future work. While teachers' expectations for all pupils in terms of behaviour and concentration is high, the expectations of the level of work and amount of work to be completed are often low for the faster learners. This often occurs in oral work, when some teachers have difficulty pitching work to include all levels of ability. Teaching sometimes lacks the pace and briskness to generate interest and enthusiasm. There is some good practice in this respect which needs to be shared. For example, the very good lesson when the same questions were asked of all pupils but involving appropriate numbers for different levels of ability generated very good progress and enthusiasm.

37. The school undertook a detailed audit of mathematics before the introduction of the numeracy hour. The weaknesses in the mental recall of tables and bonds, mathematical vocabulary and the low expectation for faster learners were all identified. The school has begun a review of the scheme of work and curriculum planning and further numeracy training for teachers has been arranged. This is to support teachers in the implementation of the numeracy initiative for classes with two age groups and the wide range of abilities and to address the specific areas identified for development in this report.

Science

38. Although it was not possible to observe any science lessons in Key Stage 1, evidence from the scrutiny of pupils work indicates that the majority of pupils are achieving the average Level 2 in but none is working at the higher levels. This is consistent with the results of the 1998 teacher assessments, which showed that 95 per cent of pupils achieved Level 2, which was above the national average and none achieved the higher levels, which was well below the national average. Results from 1999 show a slight improvement, with 100 per cent of pupils achieving Level 2 and again no one achieving higher. Although the trend over the last three years has shown a steady increase in the percentage achieving average Level 2, an analysis produced by the headteacher indicates a drop in the numbers achieving the higher Level 3. At Key Stage 2, the attainment of most pupils is at average Level 4 with no one achieving the higher Level 5. This is again consistent with the results of the National Curriculum tests for 1998, which showed 79 per cent achieving Level 4, and no one achieving the higher levels. The 1999 results show a fall in the percentage achieving an average Level 4 to 65 per cent but again no one achieving Level 5 or higher. When compared with schools of similar contexts the school results are below average.
39. By the time they are seven, the majority of pupils are able to conduct simple experiments, observe what is happening and record their findings using simple charts and tables. They are able to sort animals into groups using simple features, for instance classifying mini-beasts according to the types of bodies they have or the number of legs. They know that different things live in different places. Most pupils are able to identify a range of common materials and know about some of their properties, such as those that float and those that sink. They describe ways in which some materials are changed by heating or cooling, such as ice melting. They understand how an object can be made to move by exerting a force.
40. By the time they leave the school most pupils recognise the need for fair tests and know that one factor can be changed while keeping others the same. They predict what will happen in their investigations and compare their findings with their predictions. They know the scientific names for some of the major organs of the body and identify the position of these organs in the human body. They know and identify the main organs of plants such as stamen or stigma and understand the food chain. Some pupils are beginning to understand the main functions of some organs such as the heart and are beginning to understand the main stages of the life cycles of humans and flowering plants. Pupils are able to describe the differences between materials - for instance, those that are good for insulating and those that are not. They are beginning to understand physical processes such as altering the pitch or loudness of a sound.
41. Progress in science is generally satisfactory for all pupils, across all the elements of the subject. However, the progress made in the aspect relating to life processes and living things is good. Pupils have developed a good

understanding of the function of some of the organs of the body and are beginning to consider the effect of drugs on these organs. Elements of physical processes are also good, particularly with reference to the work done on sound, as seen when pupils in the Year 6 class investigated ways of altering the pitch of a sound. The progress of the higher attaining pupils is sometimes slower than might be expected because work is not as challenging as it might be. This was clearly seen in the scrutiny of pupils' work, where there was little difference between the work of the different ability groups.

42. It was not possible to observe any science lessons in Key Stage 1 and therefore it is not possible to make judgements about pupils' attitudes. However, in Key Stage 2 pupils display a positive attitude to their work. They listen well and sustain concentration throughout the lesson. They make good contributions to lessons by answering questions sensibly. They work together well, discussing their work and trying to find common solutions to their problems. They are able to explain what they are doing and are clear in their understanding of the scientific processes involved. Behaviour throughout is at least good and sometimes very good.
43. As no lessons were seen in Key Stage 1 the only judgement that will be made on teaching is in Key Stage 2, where the teaching is generally good; in a quarter of the lessons seen it is very good. Lessons are well planned and contain clear objectives for learning. Resources are well prepared and used to promote interest in the subject. The teachers have very good relationships with the pupils and they know them well. Teachers display good questioning techniques, which extends pupils' thinking and promotes the learning. They use their time well, moving among the pupils, giving help where necessary and asking appropriate questions. Teachers were conscious of health and safety throughout. In all lessons seen teachers displayed effective class control, which enabled time to be used effectively.
44. The co-ordinator has produced a very detailed and useful scheme, which gives the teachers good guidance in the teaching of science. Her role now needs extending to include the monitoring of teaching and learning first hand so that the very good work that she has provided through the scheme is translated into good quality practice and an improvement in standards.

OTHER SUBJECTS OR COURSES

Information technology

45. Information technology was not taught in specific lessons during the inspection but children were using it to support other subjects at both key stages. Evidence from talking to pupils at both key stages was particularly helpful. This indicates that the attainment of most pupils at the end of Key Stage 1 is in line with the national expectation. It represents an improvement since the previous inspection, when standards at Key Stage 1 were judged to be below average. Pupils use information technology to help them generate and communicate ideas in different forms such as pictures. They can store text, change the font size, style and colour of work that they have saved. They can control a programmable toy by providing simple instructions and using simulation programmes to investigate options in imaginary situations.
46. At Key Stage 2, discussion with pupils indicates that attainment in information technology is better than the national expectation. This also represents an improvement since the last inspection, when standards were judged to be only satisfactory. By the time they leave the school the majority of pupils are confidently using information technology for a range of purposes. They use it to refine and present information in different forms and styles for specific purpose and audience. For instance, the pupils created a Greek newspaper with text and graphics for their history topic on the ancient Greeks. They select information needed for different purposes and organise and prepare it in a form suitable for processing. A good example of this is the work done by the Year 6 pupils who used the Internet to research evidence from World War Two. They selected their information, cropped pictures and inserted them into their text. They are able to control events by creating a set of instructions, such as when they had to control two sets of traffic lights on a model road junction. They are realising that they need to be careful when seeking information on the Internet.
47. Progress is satisfactory in Key Stage 1 and good in Key Stage 2. In Key Stage 1 pupils develop control of the

mouse and keyboard and become familiar with the basic operating features of information technology such as loading, saving and shutting down. They are beginning to understand how the use of a word processing programme can be useful to them. These skills are very much increased in Key Stage 2 and pupils become very confident in the use of a wide range of information technology applications. In particular, they learn how to access the Internet in order to find information and to communicate their own ideas with other people, as when they published their own poetry on the net.

48. Although no specific information technology lessons were seen, pupils displayed very good attitudes when discussing the subject with inspectors. They were confident and knowledgeable and spoke with great enthusiasm as they described their various activities. They had all worked together to produce such things as the Greek newspaper and when talking always listened carefully to each other, respecting what the others were saying.
49. There has been much improvement in information technology since the last report. The co-ordinator, who is both knowledgeable and enthusiastic, has done much to promote the subject and improve standards.

130. **Religious education**

50. It was possible to observe only one lesson at Key Stage 1 owing to timetable constraints. However, there is clear evidence that the subject is taught each week, all children are involved and that pupils are working closely to the Lincolnshire Agreed Syllabus. Overall, pupils' attainment is in line with the expectations of the local syllabus for each key stage.
51. At Key Stage 1, children have been thinking about what is precious in their lives and are raising questions as they begin to reflect on life experiences. For example, both Year 1 and Year 2 children have selected a precious book and make sensible responses when questioned about why the book is special. Their responses indicate a growing awareness that some aspects of life are difficult to understand, such as the reasons for the particular handling and care of a special book. At Key Stage 2, they have been considering what is set apart and special, and ideas about deity, through listening to stories and looking at sacred objects, people's behaviour towards such objects and the way in which these ideas produce celebrations and special times. They understand the importance of such celebrations as christenings and weddings. At both key stages, pupils have a growing knowledge of other world faiths, with Judaism introduced at Key Stage 1. This is built on later with the introduction of Hinduism and pupils are learning to relate some of the practices of other religions to the one with which they are most familiar.
52. At the beginning very few children are knowledgeable about Christian belief or places of worship. At Key Stage 1, children's progress is satisfactory. They begin by concentrating on their own first hand experience then move on to Christian beliefs and practices and later are introduced to another world faith. By Key Stage 2, pupils make faster progress and before they leave school they have developed a good understanding of Christianity, particularly in relation to sacred objects and symbols, enhanced by a visit to the church which had specialist input from the vicar. Older pupils' awareness of the main principal religions practised in Great Britain is extended as they develop greater knowledge with a growing realisation and ability to distinguish common features. Very good progress is made in those aspects of the subject that use their literacy skills – discussion, questioning, brainstorming.
53. As only one lesson was observed at Key Stage 1, no overall judgement can be made about pupils' response. In that one lesson the response was satisfactory. Children listened carefully and understood the group task. They relate well to the teacher and to one another and are willing to organise their resources and persevere with a task. However, some found it difficult to concentrate long enough to complete the task and were distracted towards the end of the lesson when waiting parents were evident close to the windows. At Key Stage 2, pupils' response is at least good. Pupils have good relationships with their teachers, which makes them keen to respond to questions and their responses show they have listened carefully. Concentration is good and there is sustained work. As they listen to the opinions of others they are confident in making an appropriate response, often drawing on prior knowledge to support their response. This was very evident in

the Year3/4 class when, as part of their study of Hinduism, they responded to questioning about the birth of Krishna, able to use knowledge of home shrines. In the lesson following a visit to the church, pupils' attitudes were very good, as they had been highly motivated and took part with interest and enthusiasm. Some perceptive questions for the vicar were shared willingly with others.

54. No judgement can be made about the overall quality of teaching at Key Stage 1 as only one lesson was observed. However, in that lesson the teacher's good subject knowledge was evident in the planning and the good relationships were a motivating factor in holding children's interest despite the lack of concentration shown by some of them. The co-ordinator is aware that the tendency of most classes to have this lesson at the end of the day when energies are flagging results in some children lacking concentration and this is to be reviewed.
55. At Key Stage 2, the quality of teaching is good and occasionally very good. Lessons are well planned. Teachers' subject knowledge is used well in the weekly planning; as appropriate objectives for learning are identified and in some classes these are shared with pupils. Some teachers use their storytelling skills very effectively to impart knowledge and follow this up with skilful questioning to probe understanding and extend it. Teachers' good management and discipline mean that pupils behave well, listen carefully and get on with their work, enabling good progress. In the very good lesson, considerable preparation had gone into planning which included opportunities for pupils to use their initiative. The teaching was particularly sensitive in dealing with belief in God, enabling pupils to clarify their own thoughts and feelings about God, Jesus and the symbol of the cross for Christians.
56. The co-ordinator is using her knowledge of the subject well in providing advice and support for colleagues, particularly with regard to assessment using the outcome statements. She has had no opportunity yet to monitor the teaching and learning first hand. This is seen by the school as important if the co-ordinator is to be a good manager of the subject. This was recognised by the acting headteacher last term and an opportunity was made to exchange classes thus providing some monitoring of pupils' learning. The co-ordinator has rightly recognised that resources for the subject are just adequate and that more books about world faiths are needed, together with additional artefacts. Those artefacts for Christianity are very limited. More are required for Hinduism and Judaism.

137. **Art**

57. Only two lessons were observed during the inspection period, but there is evidence from curricular planning, displays of pupils' work, photographs and discussions with pupils and teachers that progress is satisfactory at both key stages. By the end of Key Stage 1, pupils develop skills in a wide variety of techniques. They begin to develop their observational skills, by drawing and painting flowers. They print with different shapes and use collage to produce three-dimensional representations of insects. At both key stages, pupils develop an appreciation of the work of artists such as Monet, Picasso and Hockney and by the end of Key Stage 2 can copy the work of these artists, in watercolour, very well. Consideration of pattern, tone, texture and colour are evident throughout work seen - for example, in paintings of leaf detail. The use of sketch books is being developed effectively. Pupils in Key Stage 2 use them to experiment using different techniques and media.
58. Pupils make sound progress overall throughout both key stages. Their representational pictures become increasingly recognisable. They pay more attention to the detail of their work and are becoming more conscious of the particular effect they are trying to achieve.
59. Art is used to link other subjects; for example, in Year 2 children make jewellery out of clay when studying ancient civilisations in history. In Year 6, pupils reproduce maps in textiles as part of geography. Pattern work links art with maths as well as making boxes or solids to record the effects of light and dark on simple objects. In information technology, pupils use paint and draw to create abstract paintings in the style of Picasso.
60. Most pupils enjoy art and work quietly with confidence. They organise their own resources, are capable of

working independently showing high levels of maturity and take pride in their work. Pupils' behaviour is very good and they work well together, sharing resources and taking turns.

61. Insufficient lessons were seen to make an overall judgement of teaching. In those lessons seen, they are well planned with good use of time and resources. Teachers' subject knowledge and understanding are sound and they offer helpful comments and encouragement to extend progress. A clear policy document and schemes of work provide good guidance for teachers. There are no systems for monitoring work and teaching across the school.

142. **Design and technology**

62. Only two lessons were observed during the inspection. The highest standards are seen where the planning, designing and making elements are explored in depth. Children are given opportunities to develop technological skills systematically as they move through the school and they make sound progress. At Key Stage 1, children are designing, making and evaluating model playgrounds. At Key Stage 2, pupils are choosing materials to make picture frames and designing musical instruments with regard to altering the pitch. Children are encouraged to evaluate their designs and improve the models as they are being made.
63. All children have very good attitudes to their work in technology. They concentrate well, persevere with tasks and respond to challenges extremely well. They generate their own ideas with some degree of confidence and often work collaboratively to complete tasks.
64. Too few lessons were seen to make an overall judgement about teaching but in those lessons seen there were many good features. Lessons have clear learning objectives which are shared with the children and the tasks are challenging and appropriate, building on the knowledge, skills and understanding that the pupils have already developed. Pupils are taught to handle materials, tools and artefacts skilfully and with thought and concern for health and safety. The co-ordinator is knowledgeable about design and technology and has adopted an exemplar scheme of work recommended by the Department for Education and Employment. The role of the co-ordinator in monitoring and evaluating and supporting the work of other teachers has not yet been sufficiently developed.

145. **Geography**

65. It was not possible to see any geography lessons but evidence from documentation, a scrutiny of pupils' work and discussions with children indicate that pupils at both key stages are making satisfactory progress.
66. In Key Stage 1, the children are developing early mapping skills by drawing and interpreting simple plans and maps of the school. They study the local environment and its particular features. They keep weather records and explain how this is done to others. By Key stage 2, pupils study world maps and identify countries and oceans of the world. They study a different environment from their home area and have looked at St. Lucia to compare farming methods with those in their own area. Knowledge of weather recording and conditions in this country is extended in the older classes by pupils studying climatic variations around the world.

History

67. The history lessons are providing children with a range of interesting activities that might be expected for their age. At Key Stage 1, pupils are learning to use different sources of information to find out about topics in the past and compare it with the present. In Year 1, pupils examined cots carefully to find about baby care past and present. They labelled them as past or present and offered reasons to support their findings. Some pupils have enlisted the help of older family members to talk about the past, using a range of photographs. At Year 2, one class covered the same topic as Year 1 but in the other class it differed. Those Year 2 pupils who were working with Year 3 pupils studied the Tudor period that is usually covered at Key Stage 2. Although

children were still involved in using different sources for information as they researched everyday life in the past, to discover the kind of food that was eaten at that time and how that of rich people differed from that of those who were poor, they were tackling more difficult work. This has been confusing for some parents of Year 2 pupils who do not have children in the class with Year 3 and they have expressed dissatisfaction about the range of work for this age group. At Key Stage 2, children are studying the Tudor period in some depth, learning about different aspects in each year group. A study of the Armada is developing children's understanding of invasion and by the time they reach Year 6 they have a good understanding of conditions on board ship and use this knowledge as they plan a voyage and design a board game.

68. Pupils' progress at both key stages is good. At Key Stage 1, children are making particularly good progress in their investigative and interpretative skills as they identify some of the different ways the past is represented. They are well able to explain the use of artefacts or objects in photographs. At Key Stage 2, they build on the skills of using various sources for research to look for different versions of the past and links between events. They are extending their awareness of chronology as they learn about Tudor monarchs and place them in order. They are learning about cause and consequence.
69. Overall, pupils' response to the subject is good. They are interested in the subject and their good relationship with the teachers make them eager to respond to the tasks they are given. Their mainly good use of prior learning helps them to identify the accuracy of their research. When working to time limits they have to organise their resources quickly to accomplish the task and show a keenness to do well. When written tasks are modified or extended for their stage of learning they are able to succeed and enjoy sharing their progress with others.
70. Overall, the quality of teaching is good. Teachers use their knowledge of the subject well to plan lessons and clearly identify what it is they want children to learn. In the best lessons these objectives are shared with children, who then have a very clear understanding of what they are to do. Teachers use the resources they have effectively – for example, a Year 6 class were provided with a game which they played to help them understand the task of designing a board game about a Tudor voyage. Teachers' good management and discipline mean pupils behave well, listen carefully and get on with their work, enabling good progress. Teachers make time to check progress when children are working in groups or independently and at such times offer support and encouragement to those experiencing problems or make constructive comments to extend the work. Some teachers have the ability to make the subject both stimulating and exciting and these lessons have a 'tingle factor'.
71. The co-ordinator has worked hard to provide a scheme of work that provides guidance for each year group on what children need to learn and there are suggestions for suitable activities according to the pupils' stage of learning. There are adequate resources to teach the subject and the co-ordinator is trying to increase the range of artefacts. There is no time for the co-ordinator to monitor the teaching and learning first hand, which means that she cannot manage the subject as well as she would wish.

Music

72. It was only possible to see one music lesson during the week of inspection and therefore no overall judgements can be made about attitudes, teaching or progress. However, evidence from teachers' planning, discussions with the co-ordinator and talking to children show that music is taught regularly. The singing in assemblies is of a good quality and pupils sing tunefully with a pleasant tone.
73. During the one lesson seen, pupils' response was very good. Their enjoyment resulted in very good behaviour. They were enthusiastic, excited and motivated. They listened carefully to the instructions, responding sensibly.
74. In the one lesson seen, the teaching was excellent. The lesson was very well planned and clear objectives for learning had been identified. Learning resources, including audio aids were well organised and used effectively, maintaining interest. The enthusiasm of the teacher, the pace of the lesson and the good use of

subject knowledge resulted in very good progress. The very good relationships between teacher and pupils motivated them to want to do well. The teacher used his knowledge and skills effectively to build up the learning in layers. He built securely on that already known, allowing for consolidation before moving on. The subject is enhanced by the provision of instrumental tuition but the timing of these sessions means that some pupils are missing important elements of numeracy and literacy. The recently appointed headteacher is responsible for the subject and has the talent and enthusiasm to ensure the continued development of the subject throughout the school.

155. **Physical education**

75. The previous inspection reported that standards in physical education matched the national expectations, standards in swimming were high and the quality of teaching was good. However, there was a lack of challenge for the physically able and too few opportunities for pupils to evaluate their performance in gymnastics.
76. Only two gymnastics lessons were observed during the inspection. These and other evidence show that physical education is well planned, given an appropriate level of teaching time and is an important part of the broad curriculum. The school has addressed the weakness in self-evaluation by increasing the opportunities for pupils to perform to their peers but the challenge for the more able is compromised by the inadequacy of facilities for indoor physical education. In gymnastics pupils show sound skills in performing basic actions of travelling using hands and feet, in jumping on and off apparatus, rolling and balancing. Most are able to sequence a range of movements, giving continuity and refinement which begin and end in good posture. By the time they leave school almost all show sound levels of agility and are particularly accomplished in working together with partners and groups in performing gymnastics. Games are also an important part of the curriculum and both girls and boys learn skills associated with unihoc and football and playing together as a team. Swimming continues to be a strength. Very few pupils leave the school unable to swim unaided, competently and safely.
77. Pupils, including those with special educational needs, make satisfactory progress in physical education. This is shown in the growing level of agility, the understanding of the importance of rules when playing competitively and the progress pupils make in swimming.
78. Pupils' attitude towards physical education is good. They listen carefully to teaching and try hard to improve their performance. They work diligently whether alone or with others, use resources carefully and safely and take turns in a sensible manner. They are particularly willing to demonstrate for the benefit of others and work collaboratively. This was shown in the lesson when individual performances were integrated into group work in response to movement criteria given by the teacher.
79. While there is insufficient evidence to make a firm judgement on the quality of teaching, in the lessons seen it was good. Teaching is however seriously restricted by the inadequacy of the indoor accommodation. The hall is too small for vigorous activity, actions involving running, dodging and varying pace, and for minor games. Within these limits planning is good, lessons have clear learning objectives and work is well matched to age and ability. Teachers are mindful of the need for safety but, by judicious use of the space and the use of pupils' performance, promote sound levels of progress. In the lessons seen there were high expectations in terms of behaviour and level of work. The lesson developing pupils' abilities to work together as a group was particularly good in this respect
80. Physical education is enriched by a number of extra-curricular activities such as football and hockey. The school is also participating in the 'Top Sports' project, which will provide a wider range of activities and resources for playing games.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

81. An inspection team of five inspectors, including a lay inspector, spent a combined total of 14 days in the school. Before the inspection a range of school documentation was analysed. The Registered Inspector met the headteacher, staff and some governors on a pre-inspection visit.
82. During the inspection, further documentation, schemes of work, teacher's planning, attendance registers, minutes of meetings and curriculum plans were examined. Pupils' records and reports were scrutinised. All work was scrutinised for the present term and some of the previous year. The work of pupils with special educational needs was scrutinised and their individual education programmes examined. Samples of homework were inspected.
83. Pupils were assessed for their literacy skills and their ability to work with numbers. Discussions were held with children as they worked in groups or individually. Pupils' use of literacy and numeracy in all areas of learning were assessed.
84. Meetings were held with the headteacher, class teachers, and some governors. Informal discussion took place with support staff, caretaker, parents and volunteers.
85. Before the inspection a parents' meeting was held which 21 parents attended. There were 78 questionnaires returned by parents and five parents wrote to the Registered Inspector supplying additional views to those covered at the parents' meeting. All views and information informed the judgements made by inspectors.

DATA AND INDICATORS

86. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	174	2	28	4

87. Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	6.6
Number of pupils per qualified teacher	26.36

Education support staff (YR – Y6)

Total number of education support staff	3
Total aggregate hours worked each week	66

Average class size:	29
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88. Financial data

Financial year:	98/99
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	£
Total Income	280593
Total Expenditure	275522
Expenditure per pupil	1611.24
Balance brought forward from previous year	5001
Balance carried forward to next year	10072

89. PARENTAL SURVEY

Number of questionnaires sent out:

174

Number of questionnaires returned:

78

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	24	63	6	4	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	31	61	1	7	0
The school handles complaints from parents well	15	47	22	14	2
The school gives me a clear understanding of what is taught	10	54	15	19	2
The school keeps me well informed about my child(ren)'s progress	12	57	8	21	2
The school enables my child(ren) to achieve a good standard of work	25	57	12	7	0
The school encourages children to get involved in more than just their daily lessons	13	67	12	7	1
I am satisfied with the work that my child(ren) is/are expected to do at home	13	51	20	15	1
The school's values and attitudes have a positive effect on my child(ren)	33	51	13	3	0
The school achieves high standards of good behaviour	30	61	9	0	0
My child(ren) like(s) school	49	46	4	1	0