

# INSPECTION REPORT

**Wood End Primary School**  
Wednesfield

Wolverhampton

Unique Reference Number: 104322

Headteacher: Mr Peter Prescott

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Reporting inspector: Mr Alan W. Perks  
OIN: 18889

Dates of inspection: 1<sup>st</sup> - 4<sup>th</sup> November 1999

Under OFSTED contract number: 706710

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
Type of control:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Wood End Road Wednesfield Wolverhampton WV 11 1 YG
Telephone number:	01902 558940
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Annette Commins
Date of previous inspection:	18 <sup>th</sup> – 21 <sup>st</sup> March 1996

## **INFORMATION ABOUT THE INSPECTION TEAM**

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Alan W Perks, RgI	Science Information technology (IT) Design and technology Physical education	Attainment and progress Teaching Leadership and management
Keith Ross, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Elizabeth McDonald, Team Inspector	Mathematics Art Geography History	Attitudes, behaviour and personal development Spiritual, moral, social and cultural development Staffing, accommodation and learning resources
Peter Ollis Team Inspector	English Religious education Under fives Music Special educational needs Equal opportunities	Curriculum and assessment Efficiency

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## **MAIN FINDINGS**

### **WHAT THE SCHOOL DOES WELL**

- The school has successfully brought about improvements in standards of attainment in all five core subjects of English, mathematics, science, information technology and religious education.
- Pupils build very good relationships with each other and with adults in the school.
- The provision for pupils' moral and social development is very good, as are the procedures for monitoring and promoting discipline and good pupil behaviour.
- The school has a good partnership with its parents and the community, promoted successfully through the very good quality of information it distributes to parents.

### **WHERE THE SCHOOL HAS WEAKNESSES**

- I. There are some serious concerns related to health and safety issues connected with fire protection systems and the unfenced nature of the school pond, which puts pupils at unnecessary risk.
- II. Acts of collective worship do not always conform to statutory requirements.
- III. There is insufficient opportunity for under fives in reception to access the outdoor play area, which hinders their physical and social development.
- IV. The role of the deputy headteacher does not reflect either the senior status or leadership and management functions that the post demands, which is an inefficient use of resources.
- V. There are no formal assessment procedures in the non-core subjects, and insufficient use is made of assessment data in some other subjects to ensure best provision for many pupils, especially higher attainers

The school's weaknesses are far outweighed by its strengths. Best practices have been maintained and significant improvements made. Nevertheless, some issues from the previous inspection remain unresolved and require attention. The governing body should address these and other issues raised by this inspection through its agreed action plan, whilst maintaining those things that the school does effectively and efficiently. The inspection team is confident that the school's management will continue the good improvement and its efforts to raise the attainment and rates of progress of all pupils, and believes that there is good capacity for further improvement.

### **HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION**

- VI. There is some increased opportunity for pupils to develop their capacity for personal study beyond those planned by the teaching programmes. Pupils are given increased opportunities to solve problems and show independence in some of their studies.
- VII. Relationships between pupils show improvement to a very good level, as do their relationships with adults in school.
- VIII. There have been significant improvements in the quality of teaching, especially at Key Stage 2.
- IX. Teaching provision for information technology has been improved to a satisfactory level overall.
- X. The role of the subject co-ordinators has been extended to include monitoring, supporting and evaluating standards of pupils' attainment across the school, but does not provide for them to have sufficient budgetary control in the resourcing of all subjects.
- XI. The curriculum that pupils are offered is now both broad and balanced over time.
- XII. The provision for, and progress of those pupils on the school's own register of special educational needs is now good.
- XIII. The school development plan has become a more useful tool in support of whole school improvement.
- XIV. The resources for some subjects, such as information technology and physical education, and books for the library are much improved.
- XV. The school now gives good rather than sound value for money.

**STANDARDS IN SUBJECTS**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<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	A	A	
Mathematics	D	D	
Science	A	A	

XVI. In English, the proportion of pupils was well above the national average when compared to all schools and with similar schools.

XVII. In mathematics, the proportion of pupils was below the national average when compared to all schools and with similar schools.

XVIII. In science, the proportion of pupils was well above the national average when compared to all schools and with similar schools.

XIX. Over a four year period 1996-1999, the school’s results at the end of Key Stage 2 have shown significant improvement in English, differences year by year in results in mathematics, with an upward trend, and improvement in science.

It is important to notice that these are average gradings. Inspection evidence does not support this statistical analysis fully, either when comparing results with schools nationally, or with similar schools. These results are for a different group of pupils to those seen during inspection. Currently, overall standards of attainment at the end of Key Stage 2 are above the national average in English and science, and are close to average in mathematics, although individual pupils do show higher and lower levels. Progress in these subjects has been variable and is now good in English and science and satisfactory overall in mathematics. Trends over time show improvement in all core subjects at the required levels, but generally with fewer pupils attaining at the higher levels.

Children who are under five years of age make at least satisfactory and sometimes good progress and a majority reaches the levels required within the Desirable Learning Outcomes in all areas of learning.

By the end of Key Stage 2, pupils have made good progress in religious education, and satisfactory progress in art, design and technology, geography, history and physical education. Insufficient music was heard to make a firm judgement. The majority make good progress in literacy and numeracy lessons. Their progress with information technology (IT) is satisfactory overall, and recognised by the school as an area for further development. Those on the school’s register of special educational needs make good progress overall from their initial points of difficulty. In all areas, there is no significant difference in the attainment and progress of girls as compared to boys, or for those for whom English is an additional language.

**QUALITY OF TEACHING**

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

XX. The quality of teaching is good overall, especially as it results in the good attainment and progress at the end of Key Stage 2 in English, science and religious education. Occasionally, very good teaching takes place in these subjects. It has also led to improvements in mathematics and information technology.

- XXI. In over half (54%) of the lessons seen, teaching was judged to be good or better. The teaching was very good in a small number (6%) of the lessons observed. There was only one lesson (2%) of less than satisfactory teaching seen.
- XXII. There is insufficient teaching of information technology (IT) to support other areas of the curriculum. Where it does take place, it is generally good and the pupils learn very quickly.
- XXIII. There is satisfactory teaching of the under fives in all areas of learning.
- XXIV. There is unsatisfactory provision for some pupils, especially the higher attainers in subjects other than English and mathematics.
- XXV. The best teaching encourages a brisk pace, stimulates pupils to learn more about the subject and gives them tasks that are challenging, whilst allowing them to develop their own ideas beyond the work planned by the teachers.

*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	Good. A significant majority of pupils regularly shows good behaviour. Some pupils use inappropriate behaviour to express their feelings, but the recently implemented assertive discipline policy is successful. Most pupils have very good attitudes to their school work and foster very good relationships with each other and the staff.
Attendance	Satisfactory. The overall attendance is satisfactory, and although not as high as reported for the same period in the last inspection, shows that most pupils attend school regularly. Current term overall attendance is regularly satisfactory or better.
Ethos*	Good. The school has continued to provide a warm, welcoming and caring atmosphere, that promotes positive pupil attitudes and shows a commitment to improving standards.
Leadership and management	Satisfactory. The strengths in leadership and management outweigh the weaknesses. There is good implementation of the school aims, values and policies. Not all statutory requirements are met. The role of the deputy headteacher is developed insufficiently but there is sufficiently clear educational direction for the school to provide good support for curriculum development.
Curriculum	Satisfactory. The long and medium-term planning for both key stages provide for breadth and balance in the curriculum, with equality of access and opportunity for all pupils. The planning for under fives is satisfactory overall, but those in the reception class do not have sufficient access to the outside play facility. The provision for extra-curricular activity is good.
Pupils with special educational needs	Good. There is good overall provision for those pupils on the school's own register of special educational needs, enabling these pupils to make good progress over time.
Spiritual, moral, social & cultural development	Very good. The provision for pupils' moral and social development is very good, and that for spiritual and cultural development is good.
Staffing, resources and accommodation	Satisfactory. There is an appropriate level of staffing, with teachers being suitably qualified and having a broad range of experience to meet the needs of all pupils. The good number of classroom support staff enhances pupils' learning. The level of resourcing is satisfactory overall and good in some areas of the curriculum. The accommodation is satisfactory and has been improved and extended successfully.
Value for money	Overall, the school provides good value for money.

**THE PARENTS' VIEWS OF THE SCHOOL**

**What most parents like about the school**

- XXVI. They are encouraged to play an active part in the school.
- XXVII. They find it easy to approach the school with questions and problems to do with their children.
- XXVIII. Almost all had not had cause to make any complaint to the school.
- XXIX. The large majority of their children achieve good standards of behaviour.
- XXX. Their children like going to this school.

**What some parents are not happy about**

- XXXI. Some claim that the values and attitudes of their own children.
  - XXXII. Some state that the behaviour of some children is not good.
  - XXXIII. Some claim that higher attaining pupils are not consistently challenged to give of their best.
- XXXIV. There was an overwhelmingly positive response in the questionnaires. The inspection evidence strongly supports the views of the majority of parents about the many strengths of the school.
- XXXV. The inspection team disagrees that the values and attitudes promoted by the school are not always beneficial to pupils.
- XXXVI. On current evidence, the inspection team agrees that the behaviour of a few pupils is not good, but the school has policies and procedures in place that adequately provide for effective management of any lapses in the generally good or better behaviour.
- XXXVII. The inspection team agrees with some parents that the higher attaining pupils are not consistently challenged to give of their best.

**KEY ISSUES FOR ACTION**

In order to improve the standards of attainment and progress of all pupils, the governors, headteacher and staff should:

- XXXVIII. solve the health and safety issues connected with fire protection systems and the unfenced nature of the school pond.

This can be seen from paragraphs: 42. 57.

- XXXIX. ensure that all acts of collective worship conform to statutory requirements.

This can be seen from paragraphs: 34. 38.

- XL. plan and provide effective access to outdoor play facilities for all children who are under five years of age;

This can be seen from paragraphs: 27. 65. 69.

- XLI. improve whole school efficiency by extending the role of the deputy headteacher so that it suitably reflects the senior status and leadership and management functions that the post demands.

This can be seen from paragraphs: 47.

- XLII. make more effective use of the good quality assessment data by planning activities that challenge all pupils, with particular attention to higher attaining pupils and those who finish work early in lessons;

This can be seen from paragraphs: 27 – 33. 98. 117. 129. 131 and 140.

## • INTRODUCTION

### • Characteristics of the school

1. Wood End Primary school is located in a long established area of Wednesfield - close to the town of Wolverhampton, providing education for children who mainly live in close proximity to the school. The building dates from 1938 and was extended in the 1960's to form a two storey unit in part. In 1994, the school was reorganised to coincide with the establishment of the adjoining special education unit, which took over two external buildings. The Early Years Unit enables children to enter the school from the age of three, and at the time of the inspection 60 children were attending on a part-time basis. The school currently accommodates 212 pupils, from ages 4 to 11 years. The number of boys is slightly more than that of girls. The school roll has been gradually increasing over the past five years. The total school pupil population makes it close to the national average for its type, which reflects the position of the previous inspection in March 1996.
  2. Information statistics show that there is a generally narrow range of socio-economic circumstances, with the large majority of pupils coming from an area that is broadly average and typical of a suburban area of a large industrial town. Almost all in the reception class have received some form of pre-school education. The school has 33 pupils (16 percent) from ethnic minority groups. The percentage of pupils speaking English as an additional language is high at 9.4 percent. There are 38 pupils (18 percent) who take up the free-meal entitlement, which is approaching the national average. No pupils have Statements of Special Educational Need, which is well below the local and national averages. There are 47 pupils (22.2 percent) on the school's own special educational needs register, which is above the national average.
  3. The school's stated main aims are:
    - "To ensure that each child has the opportunity to achieve his/her full potential intellectually, educationally, physically, emotionally, morally and spiritually".
    - "To ensure that attitudes, approaches to learning, and good social awareness are established at this stage, which will continue throughout their school life and into adult citizenship".
    - "The school, in co-operation with parents, members of the community, and others influencing their lives, aims to make children aware of the contribution which they can make to society".
    - "To provide an orderly and purposeful environment, with a climate in which pupils are able and willing to learn".
    - "To secure a broad and balanced curriculum, including the National Curriculum and other non-statutory areas, which will sufficiently motivate pupils to aspire for life long learning".
    - "To constantly strive to set challenging, yet achievable targets for personal and school improvement in order to raise standards".
    - "That all our children will ultimately become tolerant, sympathetic, open-minded, caring members of society".
1. The school's priorities have centred on responding to the key issues raised in the inspection carried out in March 1996, and extending provision in many areas of whole school activity. The headteacher's future priorities, as discussed with the members of the governing body, include:
- Completing the response to the key issues raised in the March 1996 inspection i.e.

- KI 1: Ensure that monitoring and evaluation strategies
- are effective in respect of curriculum planning and implementation and the achievement of the school aims
  - enhance the role of the co-ordinators in monitoring, supporting and evaluating standards, teaching and learning
  - use whole school data to improve performance.
- KI 2: Raise standards of achievement in information technology and ensure that pupils' skills and knowledge are developed systematically in line with N C requirements.
- KI 3: Complete work on curriculum guidelines to include clear objectives to meet the individual needs of all pupils, especially the most able.
- KI 4: Set targets with Key Stage 2 pupil to enhance their skills in independent study.
- KI 5: Extend opportunities for problem solving and investigative tasks.
- KI 6: Provide opportunities to use and apply writing and mathematical skills across the curriculum.
- KI 7: Ensure that all targets of the school development plan are more carefully costed and that criteria are set to evaluate their progress.

- To monitor and improve the delivery of the National Literacy Strategy
- To implement and monitor the National Numeracy Strategy
- To continue to improve the quality of the teaching and learning of information technology
- To implement and monitor the new government guidelines for design and technology
- Develop the gymnastic element in physical education
- To ensure that the locally Agreed Syllabus for religious education is implemented
- Improve present assessment practice
- To improve the quality of provision for Early Years children
- Provide a more stimulating environment for all pupils
- To provide a safe, secure environment and suitable accommodation

Arrangements are in place for the school to agree targets with the local education authority, for the current academic year, in English and mathematics.

· **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

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

Year	Boys	Girls	Total
1999(98)	21(19 )	12(16)	33(35 )

National Curriculum Test/Task		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	18(16)	18(16)	18(18)
	Girls	10(13)	12(13)	12(14)
	Total	28(29)	30(29)	30(32)
Percentage at NC Level 2 or above	School	84(83)	90(83)	93(91)
	National	82(80)	83(81)	86(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18(16)	18(18)	19(17)
	Girls	10(13)	12(14)	12(13)
	Total	28(29)	30(32)	31(30)
Percentage at NC Level 2 or above	School	85(83)	91(91)	94(86)
	National	82(81)	83(85)	86(86)

### Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1999(98)	13(13)	20(9)	33(22)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9(10)	9(9)	12(11)
	Girls	17(8)	12(3)	19(7)
	Total	26(18)	21(12)	31(18)
Percentage at NC Level 4 or above	School	79(82)	64(55)	94(82)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9(9)	10(10)	11(11)
	Girls	18(7)	15(4)	16(5)
	Total	27(16)	25(14)	27(16)
Percentage at NC Level 4 or above	School	82(73)	76(64)	82(73)
	National	68(65)	69(65)	75(72)

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

1 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.5
	Absence	National comparative data	5.7
	Unauthorised	School	0.6
	Absence	National comparative data	0.5

1

1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	6
	Satisfactory or better	98
	Less than satisfactory	2

## **PART A: ASPECTS OF THE SCHOOL**

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

#### **Attainment and progress**

- 1 The school's baseline assessments indicate that the majority of children entering the reception class shows levels of knowledge, skill and understanding that match the national profile of achievements for children of their age. They arrive mainly from the on-site nursery with satisfactorily developed speaking, listening, physical, creative, and social skills and show a sufficient awareness and understanding of the world around them. Most children make at least satisfactory, and sometimes good progress in all areas of learning and, by the time they are ready to commence full-time compulsory education at the age of five, a majority has achieved the nationally recommended levels of the Desirable Learning Outcomes, with some achieving below or beyond these levels.
- 2 The results of end of Key Stage 1, 1998 National Curriculum Assessment Tests show that the proportion of pupils attaining the national standard of Level 2 or above in reading was close to the national average. Results in writing were close to the average. The proportion attaining the higher Level 3 and above, was close to the national average in reading and well below this average in writing. In mathematics, the proportion attaining Level 2 and above, was above the national average. The proportion attaining Level 3 and above, was well below the national average. Teacher assessments in science show that the proportion of pupils attaining Level 2 and above, was in line with the national average, and those attaining Level 3 and above, was well below average. When compared to similar schools, the performance of pupils was close to average in reading, and below average in writing and mathematics. The attainment of boys was significantly better than girls in all three subjects.
- 3 At the end of Key Stage 2, the 1998 National Curriculum Assessment Test results show that the proportion of pupils attaining the required national Level 4 and above, was well above the national average in English, close to in mathematics, and above this average in science. The proportion attaining at the higher Level 5 and above, was well above the national average in English, and well below average in mathematics and science. Taking all three core subjects, the pupils' performance was broadly in line and approaching above the average in comparison with all other schools, and close to the average for schools with similar backgrounds. Trends over a three year period show year-on-year improvement in English, marginal improvement in mathematics, and erratic but significant improvement in science overall since the last inspection. The attainment of boys was significantly better than girls in all three subjects.
- 4 The 1999 results confirm the general trend over time, which is one of improvement from 1996 to 1999 in all core subjects at expected levels for age, but generally with fewer attaining the higher levels. In science, the proportion of pupils attaining level 4 and above rose to well above the national average. The gender position was reversed with girls doing better than boys in mathematics. The inspection team could find no reason for gender differences, in that all provision allowed for equality of opportunity for all pupils.
- 5 Inspection evidence indicates that in English at the end of Key Stage 1, the majority of pupils attains close to the national average, and at the end of Key Stage 2 above the average. In both key stages, pupils' attainment in mathematics is close to the national average, and in science average. This represents a significant improvement in the pupils' standards of attainment in English and science from those reported in the last inspection.
- 6 Pupils' standards of attainment in information technology are close to expected levels at the end of both key stages, which is an improvement on levels stated in the previous report. A significant minority of pupils, however, mostly at Key Stage 2, show good knowledge and skill when using information technology (IT) for word processing and publishing work. Work in control technology

is unsatisfactory overall. Attainment and progress in religious education (RE) are above the expectations of the locally Agreed Syllabus. In art, design and technology, geography, history, and physical education a majority makes satisfactory progress. Insufficient music was heard to make a firm judgement.

- 7 The academic standards reported in the previous inspection have at least been maintained in all subjects, and have been improved significantly by the end of Key Stage 2 in English, science, information technology and religious education. There has been an improving trend in mathematics. This is good improvement from the position reported in the previous inspection of 1996, where the majority of pupils attained standards in line with national expectations in all subjects, except information technology, where progress was reported as unsatisfactory. This is attributed mainly to the improvements in the quality of teaching, especially in science and information technology, and with the introduction of the Literacy and Numeracy hours, which have offered clear structure.
- 8 Good teaching and expanding resources for the National Literacy and Numeracy Strategies enable the large majority of pupils to make good progress within these lessons, especially. However, some pupils, particularly the higher attainers, do not always make the progress of which they are capable. This is most evident in the scrutiny of previously completed work, where the teachers' priority has often been to complete the prescribed task, as in mathematics, science and design and technology, rather than develop individual pupil's levels of skill from their own start point.
- 9 All pupils, including those with English as an additional language, make at least satisfactory and often good progress throughout the school. At both key stages, although there are no pupils with Statements of Special Educational Need, those pupils on the school's own special educational needs register make good progress overall, as they move through the school. Where they are given additional adult support, either individually or within small groups, the extra support regularly enables them to make good progress in relation to their known difficulties and prior attainment levels. Least progress is evident where tasks have not been specifically targeted to their individual needs, as in science.

### **Attitudes, behaviour and personal development**

- 10 Pupils' response to teaching is essentially the same as that found at the last inspection. Currently, children who are under five and pupils across both key stages, including those on the school's own register of special educational needs and those with English as an additional language, show good attitudes to work and want to learn. They listen carefully to teachers and most are keen to join in discussions. This is especially noticeable in the literacy and numeracy lessons. These positive attitudes are encouraged and reinforced by all staff throughout the school, to good effect.
- 11 Pupils' behaviour in lessons and around school is good overall. During the last school year, there was one fixed term exclusion for unacceptable behaviour. Playground behaviour is generally good, with few incidents of inappropriate behaviour either at playtime or during the midday break. The few parents who thought that some pupils show unsociable behaviours are correct in their view. However, the large majority of pupils play together sensibly and the school's policy of assertive discipline is successful. Pupils know what is and is not acceptable behaviour, and there was no evidence of bullying during the inspection period. Relationships between pupils and adults, and between pupils themselves are very good. There is racial harmony and almost all pupils work together sensibly and share equipment. They are able to express ideas and opinions confidently and listen to the views of others, mostly without interruption. This overall good behaviour enables pupils to concentrate appropriately on their work and so promotes their attainment and progress.
- 12 Pupils' personal development is good overall. There is some evidence of improvement in the opportunities created for pupils to develop their capacity for personal study and independence in learning in several curricular areas, such as English, mathematics, history and geography. For

instance, in one history lesson it was evident that pupils had found a range of information about the monarchy and attitudes in Tudor England, in their own time and without being asked to do so by the class teacher. Pupils learn to take responsibility for small tasks within classrooms, such as taking registers and tidying away after art lessons. Older pupils take responsibilities in other areas of the school, such as helping in younger pupils' classrooms during wet dinner times. However, this remains an area for further expansion as pupils move through the school.

### **Attendance**

- 13 Attendance is satisfactory and not significantly different from the national average for primary schools. However, a notable number of parents take children out of school for family holidays in term time, which has an adverse effect on attendance levels and on children's progress. The school has made efforts to address this issue but needs the support of these parents. The previous inspection report noted that attendance for a sample week was 94.6 per cent. A similar check made for attendance levels in the same week as previously reported showed a level of 92.58 per cent, indicating that attendance has fallen. However, so far this term, attendance levels average 95.5% which is close to the national average.

### **17 Quality of education provided**

#### **Teaching**

- 14 The quality of teaching is good overall, and varies from unsatisfactory to very good. Almost all teaching seen (98%) was satisfactory or better. In just over half (54%) of the lessons, teaching was judged to be good or better. The teaching was very good in a small number (6%) of the lessons observed. This is a significant improvement upon the findings of the previous report, especially in the provision for information technology. That report stated that there were a few lessons where the teaching was poor; this is no longer the case. Since the last inspection, there have been staffing changes, a reorganisation of staff to different classes, and a developing programme of in-service training to meet changing curriculum needs. All of these factors have made for considerable improvement in the provision for pupils, especially in Key Stage 2.
- 15 Several features of teaching, such as subject knowledge and the management of pupils, are strengths. Teacher confidence and understanding of the curriculum are good and individual staff show specific skill in the teaching of particular subjects, such as science and religious education. The teaching of information technology skills is variable, satisfactory overall, and this is recognised by the school as an area for further development. In all subjects, teaching and non-teaching staff willingly share expertise and support each other. They all work hard and respond enthusiastically to the pupils' needs. Classroom support staff, visiting specialists and voluntary helpers make a valuable contribution to the attainment and progress of many pupils. They are well-briefed and used effectively within a majority of lessons. They are used particularly effectively during the middle stages of the Literacy hour and in the Numeracy hour, when they support one or more individuals or groups of pupils, allowing the teacher to focus on the other groups. Designated classroom support assistants effectively improve provision for those pupils on the school's register of special educational need and those for whom English is an additional language.
- 16 The quality of teachers' planning for the under fives is satisfactory overall. Long-term planning appropriately focuses on a programme for the attainment of Desirable Learning Outcomes at the age of five, but those in the reception class do not have sufficient access to outdoor play facility, which is a weakness in overall provision. In both key stages, there is appropriate coverage of the National Curriculum, personal, social and health education and religious education. The good long and medium-term planning for both key stages highlights the school's focus on ensuring breadth

and balance in provision, which is an improvement upon the position identified in the last report. Generally good planning, combined with good subject knowledge ensure that almost all pupils make at least satisfactory and sometimes good progress within lessons. Teachers' expectations are generally high, but are insufficiently high in some lessons, at both key stages. Higher attaining pupils have good quality provision in most English and mathematics lessons, but are often challenged insufficiently in some other subjects, as in science and design and technology, when they tackle very similar work to that provided for all levels, regardless of their prior attainment. There is often insufficient encouragement for higher attainers and early finishers to extend work beyond that planned by the teaching programmes, which hinders progress. This shortfall was identified as a key issue in the last report.

- 17 Pupils with special educational needs are given equal access to the curriculum through teachers' effective planning. There is appropriate support when they are addressing targets identified in their individual learning programmes, as in language and management of behaviour, and they make good progress over time. However, their needs are not always considered sufficiently when teachers plan lessons in other subjects, such as geography and history. Too often they start at the same point as others in their class, regardless of prior attainment. Teachers then rectify the provision when they fail to understand, or find difficulty in completing the task within the time.
- 18 In lessons, teachers make effective use of a wide range of control strategies and discipline is good. They make good, and sometimes very good use of question and answer techniques in many lessons. Sometimes, too much emphasis is placed on giving all pupils full information on how tasks should be approached and introductions to topics become excessively long. This impedes their rate of progress, personal development and the use of initiative. Satisfactory use of time and resources is made by staff. In some classes, too much time is given to higher attainers for completing work. Some take advantage by working at a more leisurely pace, confident that they can still complete the task, and so avoid staff criticism. Information and communications technology (ICT) resources are used insufficiently to support other subjects, as recognised by the school. Staff relationships with pupils and with visitors are very good and a significant strength behind the school's forward momentum.
- 19 Where teaching is consistently good, as in English at Key Stage 2, teaching staff have a depth of knowledge, skill and understanding beyond that required to address the long and medium-term planning. The daily planning provides tasks that match the needs of all pupils, as seen in the teaching for the Literacy hour. In these lessons, teachers provide for all levels of prior attainment, including those with special educational needs, and carefully match the level of work to the needs of the pupils. Thoughtful praise and constructive comment develop skill levels and increase curiosity. Tasks are purposeful and opportunities are created for sustained work that may take some pupils beyond the planned content. Effective use is made of books and support materials, and best use is made of the time to promote pupils' understanding.
- 20 Where teaching is unsatisfactory or shows a balance of strengths and weaknesses, class management is weaker and insufficient emphasis is placed on the use of assessment data and staff knowledge of individuals. This does not make best use of time and the good attitudes displayed by the pupils. Short-term planning is often over prescriptive and stifles individual development of work. In some lessons, pupils address the same initial worksheet without the expectation that higher attaining pupils are able to operate more independently and quickly, even when they show complete reliability in this.
- 21 The procedures for the assessment of pupils' work are a feature that has developed satisfactorily. In the core subjects of English, mathematics and science, there is extensive recording of pupils' achievements at all stages of their education, and good use is made of the information in aspects of literacy and mathematics. Information is used less effectively in some subjects, such as science and design and technology. Best practice is evident in the use of assessment in English and for those pupils identified as having special educational needs. The school has adopted the local education

authority's "baseline" checklist in the reception class, and is beginning to use it as a tool for measuring pupils' individual progress from that entry point. Across the school, almost all pupils' work is marked up-to-date and written praise is occasionally given. There is good verbal feedback but constructive written comments are used insufficiently, especially with older pupils, to help improve the quality of their work. Few examples of recorded work have been seen where a dialogue has been struck up between the teacher and the pupil, resulting in improvement in standards of writing and extension of ideas.

- 22 There is satisfactory homework provision. Reading, spelling and number work are set regularly. Some pupils, encouraged by enthusiastic staff, sometimes follow up school activity by carrying out further research associated with school topics, but this is exploited insufficiently across the school. Visitors, such as those from the local authority's health service, have a positive effect on provision and help staff extend the curriculum, thus promoting pupils' progress on a broader front.

### **The curriculum and assessment**

- 23 The curriculum for children under five, in both the nursery unit and reception class, is based appropriately on the Desirable Learning Outcomes. Children are provided with a wide range of activities that meet their needs and, in general, they are suitably prepared for their transition to work on the National Curriculum when they are age five. However, children in the reception class do not have sufficiently planned provision for the use of the outdoor play area, and this is a weakness.
- 24 The curriculum for the statutory years is broad and balanced. This is an improvement since the previous inspection, when balance was a weakness. It contains all subjects of the National Curriculum and religious education, and promotes pupils' intellectual, physical and personal development satisfactorily. There is an appropriate programme for personal and health education, including sex education and drugs awareness. Curricular provision satisfactorily prepares pupils for the next stage in their education.
- 25 The curriculum is enhanced by a wide range of visits to places of educational interest and by a good range of extra-curricular opportunities, including sport. All teaching staff, nursery nurses and a classroom assistant offer different forms of extra-curricular activity for many pupils, either at lunch-time or after school, which is commendable and valued practice. Pupils from Year 2 upwards have suitable opportunities to take part in residential visits. All these activities have a positive impact on pupils' learning, and their social and personal development.
- 26 The provision for pupils on the school's own special educational needs register is good, and has improved since the previous inspection. Appropriately detailed individual educational programmes, which are generally of good quality, are implemented with consistency across both key stages. Teachers match the work successfully to the needs of these pupils, they receive good support in class, and generally make good progress. Appropriate provision is made for a pupil gifted in mathematics. There is no specialist provision for pupils for whom English is an additional language, but those showing any slight difficulty are suitably provided for within the school's special educational needs programme.
- 27 All pupils enjoy equality of access to all areas of the curriculum regardless of age, capability, gender, ethnicity or background, except for children under-five in the reception class. These children do not have regular and planned access to the outdoor play area, and therefore miss important opportunities for their physical, personal and social development.
- 28 There are satisfactory policies and schemes of work for all subjects. Long, medium and short-term planning is satisfactory overall. Planning for the needs of higher attaining pupils, however, is a weakness in some subjects.

- 29 Procedures for assessment are satisfactory overall. Suitable baseline assessments are made when children enter the nursery unit and again when they enter reception. The information gained from these assessments is used appropriately to plan a suitable curriculum for children under five. In addition, teachers keep careful records of how well children are progressing and use this information appropriately when planning work. At both key stages, procedures for assessment in English, mathematics and science are good. For example, the retention of annotated samples of work in pupils' portfolios provides useful information for assessing progress over time. Practice, however, is not yet consistent throughout the school. Statutory tests are administered satisfactorily at the end of each key stage, and optional tests are used at the end of Years 3, 4 and 5. The data is used effectively to set targets for individual pupils and for the school. There are no formal arrangements for assessment in subjects other than English, mathematics, science and information technology, and this is a weakness. However, teachers do mark pupils' work conscientiously, usually with a tick but occasionally with developmental comments that encourage pupils to think more deeply about their work. Teachers and support staff know their pupils individually and there is generally a satisfactory match of work to their needs, except in the case of higher attaining pupils in some subjects.

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

- 30 Overall, the provision for all pupils' spiritual, moral, social and cultural development is very good and makes a strong contribution to the ethos of the school. The provision for pupils' spiritual development is good, although statutory requirements for a daily act of worship are not always met. There are opportunities for prayer and reflection in assemblies. These gatherings, class collective worship time and topics studied in a range of subjects, provide pupils with an understanding of Christianity and other beliefs. Local clergy regularly visit the school and lead assemblies. Their visits and those that the pupils make as part of the study undertaken at local churches, as well as places of worship of other faiths, serve to enhance the provision. Pupils celebrate Christian festivals such as Christmas, Easter and Harvest.
- 31 Provision for pupils' moral development is very good. Pupils are taught the difference between right and wrong. The staff are very good role models for the pupils in their care and show concern for their well-being. There are planned opportunities, in topics studied, for pupils to discuss environmental and social issues, such as changes in the local area and recycling. Respect for other peoples' views and property is evident in the lack of damage to displays of work, and the way in which pupils handle books, equipment and artefacts.
- 32 Provision for pupils' social development is very good. Pupils are friendly and well-mannered. Adults and visitors are treated with courtesy. Social skills are developed successfully through collaborative work in lessons, extra-curricular activities and a wide range of day and longer-term residential visits. Pupils are encouraged to play and work together sensibly, and to listen to each other appropriately in lessons. Pupils have suitable opportunities to take responsibility within classrooms, such as taking registers and clearing away after art activities. Older pupils help supervisors look after younger pupils in classrooms during wet lunchtimes.
- 33 Provision for pupils' cultural development is good. Pupils have good opportunities to increase their knowledge, understanding and appreciation of their own and other cultural traditions in several areas of the taught curriculum. For instance, in their study of Ancient Greece and in discussion of a range of work of artists from various times and cultures, pupils learn to appreciate different ways of depicting the human form. Visits, including those to museums, art galleries, churches and other places of worship, give pupils an insight into the lifestyle, traditions, beliefs and values of people from a range of cultures and backgrounds.

## Support, guidance and pupils' welfare

- 34 The support, guidance and care for pupils' welfare are satisfactory overall. Staff are caring, dedicated and know their pupils well. There are very good relationships between pupils and teachers and between the pupils themselves. This, together with the school's welcoming ethos, promotes an environment where pupils feel secure and valued and has a positive effect on their attainment. The school has satisfactory procedures for monitoring the personal and academic progress of pupils. Pupils with special educational needs are helped to meet the objectives set out in their individual education programmes (IEP's) making good progress and, together with those for whom English is an additional language, are given effective support and guidance to enable them to access the full curriculum. The marking of pupils' work is satisfactory and provides some appropriate comments to help improvement.
- 35 Children under five are appropriately supported on entry to the nursery unit and reception class and there are good induction procedures in place. Home visits are made by the teacher and nursery nurses. Good arrangements are made each year to help pupils transferring between classes, including a 'taster' day during the summer term, when pupils spend time in their new classes. Arrangements to ease the transfer of pupils to secondary school are good, providing a smooth and effective transfer of pupils to this next stage in their education. Procedures to ensure discipline and good behaviour are very good and are applied consistently throughout the school using the assertive discipline model. All adults on site provide very good role models and reinforce expected levels of behaviour.
- 36 Lunchtime routines are well-established. However, there is not sufficient management overview of lunchtime behaviour and practices to ensure pupils' best behaviour at all times. A very small minority of parents have expressed concern that some pupils' behaviour is unsatisfactory, especially at breaktimes. However, incidents of inappropriate behaviour are extremely low and relate to known individual difficulties. No instances of bullying or oppressive behaviour were observed during the week of the inspection. Almost all pupils work and play in harmony, irrespective of age, race or gender.
- 37 There are good procedures in place to monitor pupils' attendance and the school is quick to pick up any patterns of weak attendance, acting swiftly to resolve any problems. Registrations are prompt and efficient and statutory requirements are met. Punctuality is satisfactory, although a few arrive late. In general, lessons begin and end on time. The school has just completed its fourth year of involvement with the local education authority's "Early Birds" punctuality campaign. This has shown to be an effective exercise for improving pupils' attendance and for them arriving before school starts.
- 38 Procedures for child protection are co-ordinated effectively by the headteacher and staff are aware of these matters. Suitable provision is made for sex education and drug awareness. Risk assessment has been completed by the local education authority. Health and safety issues are discussed regularly and reported to governors. However, procedures for promoting pupils' well-being, health and safety are unsatisfactory overall and provision has not been maintained since the last inspection. There are serious concerns about some health and safety procedures related to fire protection and the fact that the school pond is unfenced. The school has been made aware of these concerns. Adequate evacuation procedure notices are placed around the school and staff are aware of these procedures. However, the school does not record fire drills, nor analyse their effectiveness or arrange for regular safety checks of fire extinguishers and other fire fighting equipment.
- 39 Apparatus used in physical education lessons and portable electrical equipment are checked regularly. There are sufficient staff trained in first aid and appropriate procedures in place to assist pupils who become ill or are hurt during the day. Pupils are happy and feel secure in school and parents are appreciative of staff, valuing the support and care provided.

## **Partnership with parents and the community**

- 40 The school's partnership with parents and the community is good overall. The school has successfully maintained the good relationships with parents and the very good quality information provided for them since the last inspection report. Parents continue to hold the school in high regard and are pleased with the school's values and academic achievement. They find it easy to approach the school with questions or problems to do with their children. Suitable newsletters, written in an appropriately friendly style are sent home weekly and keep parents well-informed on such matters as day-to-day events, attendance awards and extra-curricular activities. They also receive curriculum information at a 'meet the teacher' evening. Parents' evenings are held each term and those with children having special educational needs are kept suitably informed on their children's progress. The school prospectus is a very good quality, useful document which provides many valuable insights into the life of the school. The governors' Annual Report to Parents is reader friendly, attractively produced and informative. Pupils' annual written reports to parents are satisfactory overall, although some subjects contain insufficient detail and do not highlight any areas for improvement.
- 41 The involvement of parents and governors in classroom activities and visits into the community is satisfactory. Eleven parents give freely of their time in the book library on a regular rota basis, others support physical education and pottery lessons, all of which the school values and pupils gain helpful, additional support. The school also benefits from a number of committed and hard-working parents who organise events through the "Friends of Wood End Association". This group organises many interesting events during the year, such as the May Day Fair, a pupils' Christmas party, discos and quiz evenings. These and other events raised over £2 000 last year and make a valuable contribution to providing additional school resources. Recent purchases include library books, plants for the early years' garden and information technology equipment. They also send out a newsletter each term, which keeps all parents well-informed of events and how funds raised by the group are spent.
- 42 Links with the local and wider community are satisfactory overall and make a positive contribution to pupils' attainment and personal development. Good links are maintained with several local churches. Pupils visit these churches as part of their religious education curriculum and clergy take assemblies at the school. Valuable visits are also made to places of worship of other faiths in the community. There are also positive links with the Wednesfield Rotary Club, who have visited the school to present trophies that they have provided; for example, a "Young Achiever's" award and a chess trophy. The school has also developed a number of effective links with local shops and the local library.

## **The management and efficiency of the school**

### **46 Leadership and management**

- 43 The leadership and management of the school are satisfactory overall, which reflects the position identified in the last report. The headteacher is the guiding figure responsible for the improvements that have taken place. He is professionally moving the school forward and a majority of the key issues identified in the previous report have shown improvements. Through his firm leadership there has been good progress in many areas. Day-to-day management is good, and overall administration, which is ably supported by the efficient secretary, continues at the high level identified in the previous report. The headteacher and governors have sustained their strong professional partnership. The headteacher works closely with the chair of governors, who is in regular contact with the school. There is very good support from the governing body, with almost all attending meetings very regularly. They rely heavily on the headteacher to guide the school's forward progress but appropriately question and challenge any areas with which they are concerned. However, there are some past difficulties within other levels of management that have

not been successfully reconciled over a considerable period. The role of the deputy headteacher is developed insufficiently and this is having a negative effect on the school's overall development. There remains work to be done to ensure a strong professional management structure, that allows all to exercise their leadership and management functions to the benefit of all staff and pupils.

- 44 The role of the governors is clearly defined, with established procedures for fulfilling their roles and responsibilities, which they carry out conscientiously. Almost all statutory requirements are met. They are not ensuring that all acts of collective worship meet legal requirements, and that all pupils who are under five have complete provision. Governors, through the headteacher and staff, ensure that there is appropriate delegation of responsibilities and effective management of day-to-day curriculum delivery. Posts of curricular responsibility are shared appropriately across the school, showing clear consideration of roles and levels of accountability. Most management strategies used have a positive impact on the quality of education provided by the school, but there remain some deficiencies in ensuring that all staff members are given sufficient opportunities to carry out their role to the full.
- 45 The support of teaching and curriculum development, including the provision for under fives, is generally good. The governors and headteacher recognised the issues identified in the last report and have successfully put measures in place that promote continuing improvement. This has led to significant improvement in provision for some curriculum areas and in the attainment and progress of many pupils, especially in the core subjects of English, science and religious education, and to a lesser extent in mathematics and information technology. There is satisfactory monitoring of teaching, and sufficient feedback and follow up to benefit the professional development of all staff. The implementation of the National Literacy Strategy has been successfully carried out by effective co-ordination across the school. Although in its infancy, a sound start has been made with actioning the National Numeracy Strategy. In general, there are appropriate levels of formal monitoring of teaching and learning in all subjects, at both key stages, providing sufficient confirmation that all of the good long and medium-term planning actually takes place in lessons.
- 46 Implementation of the school's stated aims, values and policies is good. Areas of the curriculum are planned effectively to provide full entitlement and equality of opportunity for all pupils, including those with English as an additional language and those identified as having special educational needs. The provision for the under fives is satisfactory for all areas of learning. Subject policies and schemes of work are of generally good quality, with some requiring additional guidance and depth to facilitate more effective management. The school has recognised this and is implementing the use of recently produced nationally recommended documents.
- 47 Development planning, monitoring and evaluation of provision are satisfactory overall. Improvements have been made to the school development plan, as identified by the previous inspection findings, based on principally one-year projections. Although thought has clearly been given to longer term planning, there are few written confirmations of how and by whom these might be achieved, or estimates of costs likely to be incurred. The administrative systems continue to be effective. There are adequate procedures for the daily life and routine of the school. There is satisfactory overall management of lunchtime supervision, but there is some ineffective monitoring to ensure best pupil behaviours throughout the break.
- 48 The school has an appropriate policy for special educational needs in line with the requirements of the Code of Practice, and all requirements are met. The school rightly places emphasis on the good management of pupils on its special educational needs register. This has a beneficial effect on their rate of progress and positive attitude to learning. Co-ordination of support and recording procedures are good, and there is good management of pupils' needs by all staff, predominantly in English and mathematics lessons, and when controlling inappropriate behaviour. The school has a designated school governor, who is committed to confirming that the needs of these pupils are met. The present arrangements for monitoring special educational needs' provision are good overall, although there is sometimes insufficient emphasis placed on ensuring that the contents of individual

education programmes (IEP's) are considered sufficiently when planning for subjects other than English and mathematics.

- 49 The management systems provide a calm and orderly ethos, promoting very good pupil relationships and attitude to school work. The school is caring and welcoming and there is a commitment to achieving high standards.
- 50 The school's management has made a good level of improvement since the last inspection and has the capacity to improve further at a good rate, given the currently high expectations and the school's intent to improve the areas raised as issues by this inspection.

### **Staffing, accommodation and learning resources**

- 51 The match of the number, qualifications and experience of teachers to the demands of the curriculum is satisfactory. All teachers are appropriately trained. They have a wide range of experience, with the exception of one newly qualified teacher. The number, qualifications and experience of support staff is good, and they significantly enhance the provision for pupils' learning throughout the school.
- 52 Arrangements for the professional development of all staff are satisfactory. There is an appraisal system in place but this has faltered. Alternative systems are in place that provide satisfactory opportunities for many members of staff to confirm progress with previously agreed targets, and create new targets for further improvement. All teaching and support staff have had appropriate training in teaching literacy and numeracy before and during the introduction of both strategies. Staff have identified and attended a range of courses which meet their personal needs and those of the school. All staff, including mid-day supervisors, received training when the Assertive Discipline Policy was introduced and this has contributed to the successful management of pupils' behaviour in the school. Induction procedures are good. There has been good support for the newly qualified teacher, from both the local education authority and the school.
- 53 The accommodation is satisfactory, both indoor and outdoor. The outdoor area includes a secure, suitably equipped outdoor play area for pupils under the age of five, which is used primarily by the nursery children. There is an environmental "wild" area and a pond that is close to the field and unfenced, which is unacceptable. Since the previous inspection one room has been converted into an information technology suite and another into a television and resources room, which is good use of space. Classrooms, landings and corridors have bright, attractive displays and notices which contribute to a stimulating learning environment. The caretaker and cleaning staff work hard and maintain a clean and attractive environment. The caretaker undertakes maintenance work and successfully improves facilities, as when putting in work-tops and helping in the creation of the information technology suite. These enhance the opportunities for pupils to work in an increasingly attractive and stimulating environment.
- 54 Resources are satisfactory overall, and have improved in some areas, to good effect. Resourcing for English is good, with improvement in the quality and range of fiction and non-fiction books. Resources are also now good in science, information technology, design and technology and physical education. Resources are satisfactory in other curricular areas. The school has continued to make good use of visits and visitors to enhance the provision for pupils in many areas of learning.

### **The efficiency of the school**

- 55 Financial planning for the needs of the school, including educational developments, is undertaken carefully and conscientiously by the headteacher and governors, and is good overall. The school

has been effectively steered from a position of deficit budget to a planned modest balance by the end of this financial year. The school development plan is suitably costed, but is for one year only and this limits the long-term view governors have of the financial needs of the school, which weakens strategic overview. This shortfall has been recognised by the school as an area for development. The budget is carefully monitored on a monthly basis and is suitably reviewed at each of the governors' half-termly meetings, and by the Finance and General Purposes Committee at each of its meetings. However, subject co-ordinators do not yet manage their departments' budgets and their role in financial management is currently developed insufficiently. Governors review significant spending decisions and consider, in an informal way, whether good value has been obtained, for example, expenditure on the library and on the recent computer suite. They check to assure that these are being put to good use. The school's administration is good and all systems operate smoothly. The last auditor's report of September 1998 confirms that the school's financial procedures are satisfactory. Several minor issues were raised and these have been successfully addressed by the school.

- 56 The efficiency of the school has improved since the previous inspection, when financial management was judged to be only sound and the cost effectiveness of major spending decisions was not considered at all. In addition, budget setting is now linked to the school's development plan, which was not previously the case.
- 57 Satisfactory use is made of staff, accommodations and learning resources overall. Good use is made of classroom support assistants and the impact they have on pupils' learning means that pupils with special educational needs, and other lower attaining pupils, generally make good progress. However, inefficient use is made of the deputy headteacher. Good value is obtained from the money allocated to special education needs.
- 58 When considering income, the lower than average costs incurred, the use of resources, the quality of educational provision and the attainment and progress of the pupils, the school provides good value for money, which is an improvement upon the generally sound level identified in the previous report. Whilst efficiency levels are high, there is further capacity for improvement, as identified by the school, and there is good capacity for the school to make the changes required.

## 62 PART B: CURRICULUM AREAS AND SUBJECTS

### 62 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

59 At the time of the inspection there were 60 children in the nursery unit, 30 attending in the morning and 30 in the afternoon, and a further 16 children in the reception class. Children enter the nursery at age three and transfer to the reception class in September, if they reach their fifth birthday before the end of February, or in January, if they reach their fifth birthday before the end of August. During the inspection, only three children in the reception class were aged five.

60 Children enter the nursery with standards overall that are broadly in line with those generally expected. They make satisfactory and sometimes good progress in both the nursery and reception classes and, by the age of five, most attain standards that are close to the Desirable Learning Outcomes in all areas of learning.

61 The nursery unit and reception class are attractive and welcoming, and relationships with parents are good. Appropriate steps are taken to ensure that parents are aware of the work being undertaken by their children each week. The curriculum is firmly based on the Desirable Learning Outcomes in all areas of learning, and is well-suited to the needs of the children, except that there is insufficiently planned provision for children in reception to have access to the outdoor play area and its equipment, which is a weakness in provision. Appropriate assessments are made of children's levels of attainment both on entry to the nursery unit and the reception class, and this data is used effectively to provide a suitable curriculum for each child. Careful records are kept of how well children are progressing in each activity and the data is used effectively when teachers plan children's work. Teachers are able to select from a wide range of appropriate resources to support work in all areas of learning.

#### 65 *Personal and social development*

62 The provision for children's personal and social development is satisfactory in both the nursery and reception classes. Teachers and nursery nurses provide good role models, and are patient when encouraging children to review inappropriate behaviour and improve upon it. Children respond well to their teachers and nursery nurses, and their behaviour is generally good. They usually settle quickly to their tasks and persist patiently with their work for appropriate periods. By the time they reach reception, most are able to concentrate until tasks are completed. Relationships are generally very good, and children work and play together amicably, sharing equipment without fuss. In the only instance where children were observed to squabble over equipment, the teacher in reception successfully appealed to the children to behave in a 'grown up' manner to resolve the situation. By the age of five, most pupils have reached the Desirable Learning Outcomes in their personal and social development.

#### *Language and literacy*

63 The provision for children's language and literacy development is satisfactory in both the nursery and reception classes. The quality of teaching is satisfactory in both classes, and many regular opportunities are provided for children to develop their literacy skills in formal and informal situations. Children use these opportunities well and make satisfactory progress. In both the nursery unit and reception class, they listen carefully to their teachers and nursery nurses, and respond appropriately to questions. They develop their speaking and listening skills appropriately in their role play, for example, in the 'fire engine' or 'telephone kiosk'. Many talk about their experiences with confidence, especially in reception, but a few still lack confidence in this respect. They handle books with care and some were observed, when looking through picture books, to have a developing understanding of early reading skills. They enjoy listening to stories and are able to answer questions related to the text successfully. Children in reception were observed to listen to story tapes attentively and to follow the text in their books. Some older children read their

names and other simple words. Children in reception have a sound understanding that text and pictures in books are related. Children are making suitable progress in their early writing skills, although there is a wide range of attainment. Some in the nursery are already able to write their names and use recognisable letters in their writing, whilst in reception a few are able to write some simple words accurately. Most children reach the Desirable Learning Outcomes for language and literacy by the age of five.

### ***Mathematics***

- 64 The provision for children's mathematical development is satisfactory in both the nursery and reception classes. Teachers provide many appropriate opportunities, in both the nursery and reception classes, for children to explore mathematical concepts through the everyday activities of the classroom. The quality of teaching is satisfactory and ensures that children make satisfactory progress towards the Desirable Learning Outcome for mathematics, which most reach by the age of five. For example, children in nursery count to five accurately. Those in reception count beyond this, including counting to 50 in tens, and most are able to relate objects to numbers without difficulty. Nursery children are introduced to common two-dimensional shapes, which they use, for example, in their art work, and by reception age children have a sound knowledge of the square, rectangle, triangle and circle, and know some simple facts about their properties. Through their play, for example in the sand tray, children are beginning to explore and understand the concepts of volume and capacity.

### ***Knowledge and understanding of the world***

- 65 The provision for the development of children's knowledge and understanding of the world is satisfactory in both the nursery and reception classes. Children in both the nursery and the reception classes are developing a worthwhile knowledge and understanding of the world around them. For example, through their visits to the local shops, their studies of "Autumn" and with the people in the community who help them. These experiences are enhanced by suitable opportunities for role play, for example, in the 'fire engine', or by opportunities in the outside play area to blow bubbles and observe how they are carried on the wind. Children in both classes were observed to use the computer "mouse", confidently manipulating objects depicted on the screen. The quality of teaching in this area of learning for all children under five is satisfactory. As a result, children make appropriate progress and, by the age of five, most attain the Desirable Learning Outcomes in their knowledge and understanding of the world.

### ***Physical development***

- 66 The provision for children's physical development is satisfactory overall in both the nursery unit and reception class. Many suitable opportunities are provided for children to develop their fine manipulative skills through writing and creative activities, such as painting, drawing, cutting and sticking. In both groups, children were observed to take great care when cutting out shapes and sticking them together, for example, in reception when making model rockets. Children have regular opportunities to make objects using playdough, junk materials and construction kits. The provision for children's physical development is satisfactory overall. Children in the nursery have regular planned opportunities to use the outdoor play area with its climbing frame and large apparatus, including trundle toys. These opportunities have a positive impact on their physical development. However, there is no planned provision for children under five in the reception class to use the outdoor play area, which is a weakness. Although provision is made in formal physical education lessons, their lack of use of the outdoor play facility means that important opportunities are missed for their physical, personal and social development. In general, however, the quality of teaching is satisfactory, children make satisfactory progress overall and, by the age of five, most attain the Desirable Learning Outcomes in physical development.

### ***Creative development***

- 67 The provision for children's creative development in the nursery unit and reception class is satisfactory. The quality of teaching is satisfactory. Teachers provide many suitable opportunities in both the nursery and reception classes for children to explore colour, shape and texture through a wide range of media. It is evident that children make appropriate use of these opportunities, for example, in the nursery, where children have produced attractive pictures in 'autumn colours' using leaves as printing tools, or in reception, where children have produced good pictures of tractors using printing techniques. Children show imagination in their role play. In both classes, children use their painting techniques to produce self-portraits of a quality appropriate to their ages and stages of development. By the age of five, most children reach the Desirable Learning Outcomes for their creative development.

## **English, mathematics, science, information technology and religious education.**

### **English**

- 68 The results of end of Key Stage 1 National Assessment Tests and tasks in 1998 indicate that standards in reading were close to the national average, both for pupils reaching Level 2 and above, and Level 3 and above. Results were also broadly in line with the average for similar schools. Although standards in writing were broadly in line with the national average for all schools, they were below the average for similar schools. No pupils reached Level 3 and above. The same pattern is evident in the 1999 results, and again no pupils reached Level 3 and above in writing. Standards have improved a little in reading since 1996, when they were below the national average, but have remained steady in writing.
- 69 The results of end of Key Stage 2 tests and tasks in 1998 indicate that standards were well above the national average both for pupils attaining Level 4 and above, and those reaching Level 5 and above. Standards were also well above the average for similar schools. Standards in the 1999 tests and tasks are above the national average, but this is due to the high proportion of pupils attaining Level 4 and above. The number attaining Level 5 and above was well below the national average. The 1999 results confirm the general trend over time, which is one of improvement from below the national average in 1996 to above in 1999. However, the performance of higher attaining pupils is generally below the national average. The improvement in standards have been brought about by the school's effective target setting for improvement. The school is aware of the under-achievement of higher attainers in writing throughout the school and is already taking measures to remedy this.
- 70 Pupils with special educational needs and lower attaining pupils make good progress generally in English as they progress through the school, as do those with English as an additional language. This is evident in end of Key Stage 2 test and task results, where fewer than the national average attain Level 3 or below. The curriculum for these groups is well matched to their needs and they receive good quality support in class from both teachers and classroom support assistants. These positive factors are reflected in the progress they make.
- 71 Standards in listening skills are good, with pupils making good progress throughout the school. Most pupils listen with care to their teachers and other adults. Pupils are courteous and patient, and show respect for the contributions made by others. For example, during discussions in religious education lessons. Pupils' speaking skills are satisfactory at Key Stage 1 and good at Key Stage 2. Pupils sometimes lack confidence at Key Stage 1 when responding to questions or making contributions to discussions, but are much more confident at Key Stage 2. Throughout Key Stage 2, many pupils express themselves clearly and articulate their thoughts well. This was evident, for example, in a lesson in Year 4, where pupils were comparing three poems, and in a lesson in Year 6, where pupils were discussing styles of writing and the intentions of the author. In both cases, some pupils made very good contributions and were able to put forward their views in

an ordered way and at length. Pupils in Year 6, who were interviewed about their knowledge and understanding of work in religious education, were able to speak clearly and concisely about their work. Current standards are an improvement on those at the time of the previous inspection, when standards in speaking and listening were judged to be sound throughout the school.

- 72 Standards in reading are satisfactory. Pupils make satisfactory progress generally throughout the school, but progress is generally slower in Years 4 and 5. Overall, pupils benefit from the school's well-structured approach. Pupils heard to read at both key stages had appropriate strategies for tackling unknown words and could usually do so successfully. Attainment at the end of Key Stage 1 is close to the national average. When pupils leave at the end of Year 6, most read an appropriate range of texts with understanding and expression. Pupils' research skills are developed effectively as they progress through the school and they use their reading skills effectively in subjects across the curriculum and in a range of situations, for example, researching information from books, CD-ROM and other texts. Pupils are provided with regular planned opportunities to use the library and this has a positive impact on the progress they make in their reading and other literacy skills. All pupils questioned had a good understanding of the library's cataloguing system, and were confident in knowing how to research information, using the "index" and "contents" pages. In addition, the provision of a book shop encourages pupils to develop their own collections of books. This is an important factor in their declared interest and enjoyment of reading.
- 73 Pupils make generally satisfactory progress at Key Stage 1 in their development of writing skills, and standards of attainment are close to national average by the end of Year 2. However, higher attaining pupils make unsatisfactory progress and no pupils attain Level 3 or above. Most pupils are able to write sentences by the time they transfer to Key Stage 2, although the use of capital letters and punctuation is not always accurate. The handwriting for most is generally neat and legible, but none have begun to join their letters. The writing of a few pupils in Year 2 is showing good development. The content is interesting and there is an increasing use of suitable words to join sentences together successfully.
- 74 By the end of Key Stage 2, standards in writing are above average. Pupils, including those with English as an additional language and those with special educational needs, have made generally good progress. This is supported by a higher proportion than the national average attaining Level 4 and above, but the proportion attaining Level 5 and above remains well below the national average. The school has targeted higher attaining pupils as a priority and there is evidence in Year 6, notably in pupils' writing about their residential visit to Fairbourne, that standards are rising. At Key Stage 2, pupils write for a wide range of purposes and use their writing skills to good purpose across the curriculum; for example, when writing 'Tudor Diaries' in Year 4, or writing about their visit to a local church in Year 6. Pupils show a good awareness of writing for specific purpose and audience, as when writing poetry, journals, diaries, factual accounts or stories. They use the opportunities provided for them to redraft their work effectively. The resulting texts are frequently more accurate and show a more interesting content. Older pupils are developing a good understanding of the use of interesting and imaginative language for effect, for example, through their studies of the works of Rudyard Kipling. Presentational skills are good overall, handwriting is usually neat and well-formed, and spelling skills are satisfactory. Throughout both key stages, pupils use their skills in information technology effectively to support their work in literacy, when given the opportunity to practise them.
- 75 Throughout the school, the response of the majority of pupils to their work in literacy lessons is good. They settle quickly to their tasks and show interest in their work. Behaviour is good overall, and this has a positive impact on the progress pupils make. They listen attentively to their teachers and other adults, and are mostly eager to respond to questions or make contributions to discussions. Most pupils take pride in their work and are very willing to talk about what they are doing.
- 76 The quality of teaching is satisfactory at Key Stage 1 and good overall at Key Stage 2, and this is

reflected in the progress that pupils make over their time in school. No unsatisfactory teaching was observed in English during the inspection. Teachers' management of pupils, organisation of lessons, and planning of content are generally strengths across the school. Teachers plan conscientiously for the Literacy hour and have worked hard to ensure that its implementation has been a success. Teachers' expectations of behaviour and work are high. Teachers' subject knowledge is good overall, especially at Key Stage 2, and this is having a positive impact on the progress pupils make. This was evident, for example, in a Year 6 lesson, where the teacher's knowledge and enthusiasm for the subject enabled pupils to come to a good understanding of the strategies employed by authors to interest their readers. Literacy supports many other subjects appropriately across the school.

- 77 There is an appropriate policy and scheme of work for all aspects of literacy, and these ensure that teachers are suitably guided in their planning and classroom practice. Procedures for assessment are good, although practice in maintaining pupils' portfolios of completed work is not yet consistent in all classes. The school makes good use of test data to set appropriate targets for raising standards both for individual pupils and the school.
- 78 The co-ordination of the subject is good, including the effective involvement of the governor with responsibility for literacy overview. Good guidance and support is provided to teachers for implementing the Literacy hour. The provision of resources is good. Effective use is made of the well-equipped school library and of the wide range of books available throughout the school. English makes a positive contribution to pupils' spiritual, moral, social and cultural development.

## **Mathematics**

- 79 Overall, standards in mathematics have been maintained since the previous inspection. The results of Key Stage 1 National Curriculum Assessment Tests in 1999 show that the proportion of pupils attaining the expected Level 2 and above, was above the national average, but the proportion of pupils reaching the higher levels was well below average. Standards at the end of Key Stage 2 have also been maintained. In the 1999 Key Stage 2 tests, the proportion of pupils attaining the level expected for eleven year olds was close to the national average. However, the proportion of pupils reaching higher levels was well below those found nationally. Inspection findings indicate that currently most pupils are attaining at appropriate levels in both key stages. There has been a slight improvement in the proportion showing higher attainment. At both key stages, 1998 national test results show that boys did better than girls. However, the 1999 results indicate that girls did better than boys in Key Stage 1 tests. This inspection could find no firm reason for these differences.
- 80 At the end of Key Stage 1, pupils add and subtract to 20 and show some understanding of terms such as difference, add and subtract in both number work and money. They count confidently forward and backwards in steps of 10, they sequence numbers up to 100, and identify missing numbers on a grid by counting on and back in ones and tens, with little hesitation. They identify basic two-dimensional shapes and their properties, and record their findings accurately on a Venn diagram. Higher attaining pupils are able to complete more complex missing number grids with numbers up to 100. Lower attaining pupils match coins up to 10 pence, identify missing numbers up to 30 on a number grid, finding "1 more" and "1 less", and are beginning to find "10 more and less". Younger pupils in the key stage are able to record information on block graphs, for instance about favourite vegetables. Lower attaining pupils, including those on the school's register of special educational need, are able to count, match and record numbers up to 5.
- 81 By the end of Key Stage 2, pupils add and subtract decimals to two places in working with money and length. They use their understanding of place value to multiply and divide whole numbers by 10 and 100, multiplying two digit numbers together and complete simple division with a remainder. They convert simple fractions to percentages. Higher attaining pupils are able to simplify fractions, whilst lower attaining pupils can work out simple equivalent fractions. They are able to use

appropriate terminology in describing the properties of both two-dimensional and solid shapes. In their exploration of quadrilaterals, for instance, pupils correctly identify rectangles, parallelograms and rhombus. They can describe them using terms such as vertices, equal, parallel and right angle, with higher attaining pupils also able to identify examples of reflective and rotational symmetry.

- 82 Pupils are able to use their mathematical knowledge and skills in other areas of the curriculum, such as in a study of a river in geography when pupils measure the width and depth of the river and investigate the speed of flow. Year 3 pupils can use mental addition to find totals of simple amounts of money and mental subtraction to find change. Year 4 pupils explore ordering and place value in numbers up to 1000. They add and subtract with numbers up to 100, both mentally and in written form. They are able to count forwards and backwards in tens and hundreds from various starting points. They can explain their methods of working using appropriate language, such as 'add', 'subtract' and 'total'. Pupils in Year 5 lessons identify different triangles using terms such as scalene and isosceles. They are able to find the axis of symmetry in different shapes and patterns. Higher attaining pupils can complete patterns with more than one axis of symmetry. Lower attainers use simpler symmetrical shapes, such as a butterfly, which they fold to find the axis of symmetry and cut and paste shapes to complete the patterns. In the Years 5 and 6, pupils find patterns in number sequences, including pairs and triplets of consecutive numbers and use correct terminology to describe them, such as odd, even, consecutive and total.
- 83 Overall progress in mathematics is satisfactory in both key stages and there is appropriate development of mathematical language. At Key Stage 1, progress for all pupils, including those with English as an additional language, is broadly satisfactory in lessons and over time. Pupils on the school's register of special educational needs make satisfactory and sometimes good progress with adult support. Higher attaining pupils make satisfactory progress in number, using their skills in more challenging tasks. In data handling and in work with shapes, most pupils make satisfactory progress. However, higher attaining pupils do not always make progress at appropriate rates, because of insufficient challenge in the work set. At Key Stage 2, progress is generally satisfactory for all pupils in lessons, and sometimes good for higher attaining pupils, but these pupils' progress is more variable. There is often insufficient challenge to allow these pupils to make appropriate progress and so reach their full potential.
- 84 Overall, pupils' response in lessons is good. Throughout both key stages, almost all enjoy mathematics. Most pupils in Key Stage 1 classes listen attentively and are eager to contribute during oral work. They settle to group work quickly and try hard. They are learning to work together and share resources. In Key Stage 2 classes, pupils are clearly interested in the subject. Their behaviour is good. They are confident in answering questions and explaining their methods of working. They enjoy challenging tasks and show good levels of concentration. They are able to work independently and collaboratively. Their work is presented neatly.
- 85 The quality of teaching is satisfactory overall, and ranges from satisfactory to very good, with the good or better teaching being seen in Key Stage 2 lessons. The implementation of the National Numeracy Strategy this term has led to appropriate changes in teachers' planning. At the beginning of lessons, mental calculations and oral work are planned to consolidate previous learning and to keep pupils alert and focused. Sometimes this part of the lesson lacks sufficient pace. The best teaching is identified where planned group activities meet the needs of all pupils, enabling them to work at suitably challenging levels and at a brisk pace. There has been increased awareness of the need to provide more suitable challenge for higher attaining pupils and lesson planning shows some but insufficient improvement in this area. Time at the end of lessons is used satisfactorily to discuss what has been learned and for teachers to assess pupils' understanding and progress. However, teachers are not always consistent in their use of this assessment data to cater for the learning needs of all pupils.
- 86 Co-ordination of mathematics and the National Numeracy Strategy are satisfactory and staff have been given appropriate training. There is good provision of qualified classroom support staff to aid

learning in mathematics lessons throughout the school, to good effect. There is a subject policy, but this has been superseded by the implementation of the National Numeracy Strategy and is now out-of-date. The school has made a firm start in implementing the strategy. It is too soon to evaluate the full effect on pupils' overall performance in mathematics, but early indications are that the change of planning and the way in which teachers are teaching the subject is leading to increasing confidence among pupils and more challenging tasks, particularly for higher attainers. Medium-term planning is clearly linked to the key learning objectives identified by the strategy, while short-term planning appropriately follows strategy guidelines. Formal assessment procedures are all in place, but are new this term and the effects are not clearly evident. Informal assessment opportunities are built into lesson planning, which is good practice. There is evidence of links between mathematics and other areas of the curriculum, but insufficient evidence of information technology being used to support learning in mathematics.

- 87 The quality and levels of resourcing is satisfactory. At present, resourcing for numeracy is satisfactory in classrooms. Additional mathematics resources are suitably listed and stored centrally for ease of access.

## Science

- 88 At the end of Key Stage 1, results of the 1999 National Curriculum teacher assessments show that the proportion of pupils reaching Level 2 and above, was above the national average. The proportion of those attaining Level 3 and above, was well below the average. Inspection findings confirm that there is wide variation in the pupils' standards of attainment in science at the end of Key Stage 1 and, overall, the proportion attaining Level 2 and above is above the national average, which is maintenance of the statistical position reported in the last report. By the end of Key Stage 2, the results of the national tests show that a majority attains at a level well above the national average at Level 4 and above, but few are attaining the higher levels. This is a significant improvement from the position reported in March 1996. Inspection evidence confirms that pupils attain at differing levels, with the largest proportion achieving a level above national average at the required Level 4 and above. However, an insufficiently low proportion attain the higher levels in relation to their potential. Standards over time show generally continuing improvement between 1996 and 1999, except in 1997, which is commendable. National test results indicate that often boys perform better than girls but this inspection could find no reason for this difference within lesson work.
- 89 Key Stage 1 pupils are able to carry out simple experiments and they make observations through investigation, as when considering their own bodies. They are able to draw, cut and label using simple words in Year 1, and write short sentences in Year 2 about their use of teeth when eating balanced diets, for example. They know from an early age that toys move more rapidly down steeper inclines as part of their work on forces. Many in Year 2 are able to identify the differences between natural and manufactured materials. The work on forces is developed successfully in Key Stage 2, when pupils carry out a structured series of observations related to the effects of gravity. Other work seen during lessons, centres on other aspects of the National Curriculum, such as light sources and shadowing effects, our place in the solar system and the effects of friction. A majority of pupils shows a good understanding in relation to their ages. Previously recorded work includes life cycles of mini-beasts, investigating reversible and irreversible changes, and body reaction to exercise in physical education. This work indicates clear understanding by a majority.
- 90 In both key stages, pupils are able to carry out fair testing, at an appropriate level, without too much adult intervention. Some show very good levels of understanding of what constitutes an unfair test. In most of the lessons seen, a majority of pupils is able to predict probable outcomes with accuracy. Higher attainers show very clear understanding, using relevant and extended scientific vocabulary. Lower attainers make predictions that are based on guesses, which are generally correct, and they use a more restricted vocabulary to try to explain their reasoning. Although neatly presented, much of the pupils' recording is carried out to a prescribed pattern and

does not allow sufficient opportunities for pupils to draft or try their own recording methods as they become more proficient.

- 91 The progress that most pupils make is good, but variable between satisfactory and very good. This is also true of those pupils for whom English is an additional language. Across the school, most pupils build up from their previous experiences in a structured way, by the good quality planning for coverage of the National Curriculum. However, the progress of the higher attaining pupils is hampered by the overly-rigid planning structure and the lack of notice taken of their prior attainment levels, as identified by a few parents. Investigational and observational skills are being developed soundly across the school, which is an improvement upon the previous inspection. Pupils on the school's own special educational needs' register make good progress, mainly because of the good quality, extra adult support.
- 92 The pupils' response to science activity is regularly good. Almost all are very enthusiastic to learn more and they enjoy their science investigations. Almost all are well-behaved and have a responsible and respectful attitude to the use of science equipment and materials. Relationships between pupils are very good and they work co-operatively in groups, sharing equipment sensibly. They are polite and very respectful, and many try to offer replies to questions asked of them. Almost all listen attentively to each other's descriptions and the information given by adults. They also show a sensitivity to those who have difficulty in answering questions, and prompt classmates to understand more clearly.
- 93 In both key stages, the quality of teaching is good. This is an improvement from the previous inspection, when it was judged to be sound. Teachers' planning of coverage of the National Curriculum is very good but expectations of what some pupils, especially higher attainers, can achieve in the time allowed, are frequently too low. Lessons are organised and managed effectively. The classroom assistants have a key role in helping pupils with special educational needs gain full access to the science work in school. Their support makes a good contribution to these pupils' attainment and progress. Information technology is used occasionally to support science activity but its use is under-developed as recognised by the school. Systems are in place to allow for this facility to expand. There are some good wall displays to stimulate pupils' curiosity, but these and other prompts are not used effectively in all classes to encourage pupils to carry out more personal investigations at school or at home.
- 94 There has been significant improvement since the last inspection related to the opportunities for pupils' to experiment and carry out investigations. There is a good written policy that indicates a planned development of skills. Long and medium-term plans are monitored very effectively for coverage of the agreed programmes of study. In the majority of classes, regular assessment takes place but the data is not used with sufficient consistency in the planning of lessons. There are too many occasions when all pupils carry out the same task, at the same level as a whole class, regardless of their previous attainment and level of understanding. This restricts their rate of progress, particularly for the higher attaining pupils, as identified in the previous report. Opportunities to raise the level of pupils' attainment, and for pupils to know what they can do to improve or extend their knowledge, are sometimes being missed. Work is marked regularly, usually with a tick and occasionally written praise, but the use of helpful comments, which show pupils how they might improve, is inconsistent.
- 95 Science resources remain good in quantity, quality and range. Visitors to the school, such as the school nurse and other health personnel, add to pupils' knowledge, interest and enthusiasm for scientific involvement. Pupils occasionally use the wild area and pond within the school grounds. They visit places of interest, such as Pendeford Mill and Wildside Activity Centre. These provide further good opportunities to extend the pupils' knowledge, skills and understanding of the science that is around them.

## Information technology

- 96 At the end of both key stages, pupils' standards of attainment in information technology (IT) are broadly in line with the expectation for age. This is an improvement in standards in an area that was raised as an issue in the last report. Across the school, many pupils have sufficient keyboard and "mouse" skills to communicate, retrieve, display and print stored information. They are building more successfully on previous levels during this school term especially, mainly because of the planned skill development promoted through the effective use of the new IT suite. In classrooms, however, use of IT is inconsistent and most pupils have insufficient opportunity to develop the skills learned in the suite during lesson time.
- 97 The pupils in Key Stage 1 show satisfactory and sometimes good progress in creating art forms using "paint" programmes, for example, and they are able to create simple word-processed text and follow menu directions. However, their individual skill is not extended with sufficient regularity during class lessons, so that they develop the use of IT across the curriculum. This is also true at Key Stage 2, although some Year 6 pupils take the opportunity to extend their skills during the lunchtime club sessions that occur once per week, to good effect.
- 98 By the end of Year 6, many pupils have made at least satisfactory progress and are increasing their knowledge, skills and understanding by using more advanced equipment, which includes CD-ROM and "Intranet" facility. Pupils in this key stage show at least satisfactory skill when using word-processing software, art based programmes, screen- turtles and creating spreadsheets. Publishing work is good, as seen with the printing of tee-shirts. Some pupils, who often have access to home based hardware, show much higher levels of knowledge, skill and understanding than their classmates. All show at least satisfactory proficiency with using on-screen keys to instigate "save" and "print" commands, as a direct result of good teaching technique by a few members of staff.
- 99 In both key stages, pupils on the school's own register of special educational need, and those for whom English is an additional language, make good progress in the IT suite through good quality adult support. Lower attaining pupils are given appropriately easier levels of challenge within the suite, so that they are able to read and respond to the written programme directions with confidence and enjoyment. Their progress in classrooms is hampered, as are other pupils, by the insufficiencies in workstation use during the majority of lesson time.
- 100 Pupils' response to their work using IT equipment is regularly good. Pupils enjoy working alone or in small groups at the computer workstations, particularly in the areas of colouring, matching and story-building. Their behaviour is consistently very good in the IT suite. Across the school they listen politely to the guidance and suggestions made by adults and classmates. They share equipment fairly and look after it properly. Pupils gain in self-esteem from their successes and are eager to use IT more regularly as a tool to support their learning across the curriculum.
- 101 Overall, the teaching of information technology is broadly satisfactory in both key stages, although there is wide variability in staff knowledge, understanding and skill levels. A few staff are very proficient whilst others show low levels of confidence. Most of the evidence of the direct teaching of IT has been found within the new IT suite. There is regularly good and improving resource provision in the IT suite, but teaching in other parts of the school is widely variable. Currently, the work in the suite concentrates on specific skill development of screen based control and spreadsheet work. The teaching there is regularly good. Pupils are taught skills in a structured way at a suitable individual level of challenge. The recently revised policy and scheme of work offers a carefully thought-through, skill development checklist that offers a structured route on how skills might be improved. However, there is inconsistent, and generally insufficient use of planned use of IT in classroom lessons to support most curriculum subjects, and to enable pupils to apply and develop new knowledge, skills and understanding fully. Additionally, there are many missed opportunities to encourage pupils to be more involved in using other information and communications equipment (ICT), such as listening and music centres. The use of control

technology, using the “Roamer” for example, is insufficient to ensure satisfactory progress.

102 The assessment of pupils’ attainment and progress is broadly satisfactory. There is effective recording of access to hardware and use of software in the IT suite, and an improving record of individual progress in elements of word-processing, data handling using spreadsheets and desk-top publishing. Classroom based assessment is applied inconsistently.

103 The quality, quantity and range of ICT equipment is very good. All classrooms have at least one computer workstation and there is a satisfactory range of variable quality recording and playback equipment to adequately meet the pupils’ needs. The latest IT equipment is networked and there are firm plans to extend provision by connection to the Internet and the National Grid for Learning when suitable control over down-loading of content is assured.

### 107 **Religious Education**

104 Pupils, including those with English as an additional language and those with special educational needs, make good progress throughout the school and standards are ahead of the requirements of the locally Agreed Syllabus at the end of both key stages. This is an improvement on the position at the time of the previous inspection, when standards were judged to be satisfactory.

105 Pupils throughout the school are developing a good understanding of what different world religions teach and what it means to be a religious believer. They are reflecting on, and responding to, this understanding and awareness, and show in their discussions a good ability to be able to express their own ideas. They show sensitivity and respect for other people’s experiences and for views that may be different to their own. Pupils at Key Stage 1 have a suitable knowledge of the creation story from the Old Testament. They are aware of the importance of celebrations from a family and religious point of view, for example, birthdays and the Christian celebrations of Christenings, Easter and Christmas. Through their good discussions in class, they are developing a suitable awareness of relationships and the importance of friendship. Through these studies and their consideration of the necessity for classroom rules, for example, they are coming to an appropriate understanding of the impact religious belief has on the way people live their lives.

106 Younger pupils at Key Stage 2 further develop their knowledge and understanding of Christian beliefs and practices, and are making good progress in their knowledge of other world religions. They know, for example, that Muslims believe in one true God, that Muhammad is the messenger of God and that the Qur’an is a religious book of very special significance. They know the story of Rama and Sita, and that Diwali, the festival of lights, is a special celebration for both Sikhs and Hindus. Older pupils, through their visits to a church and mosque, have good knowledge of places of worship, and the importance and significance of religious artefacts. Pupils in Year 6 who were interviewed had good knowledge and understanding of the work they had previously covered, and could speak about it confidently. They knew the importance of religious belief and the effect it has on the way people live their lives. They understood the meaning of prayer as talking to God and could give the reasons why people pray, for example, to praise God, to express sorrow, to ask for favours or to intercede for those in need. They knew a good range of events from the New and Old Testaments, and said that Jesus was able to feed the five thousand from just a few loaves and fishes because he is the Son of God. They have a good understanding of journeys in a religious context, saying that each person’s journey through life is marked by important events, but also that people make journeys to places of religious significance.

107 Only two lessons were observed during the inspection, one at Key Stage 1 and one at Key Stage 2. The quality of pupils’ response in both lessons was good. Pupils are attentive and show interest in the work. Most are enthusiastic to play a full part in discussions, and this has a positive impact on

the progress they make. Relationships are very good and this enables pupils to make their contributions with confidence, knowing that their views will be respected. In the lesson at Key Stage 2, pupils showed appreciation of the teacher's very good subject knowledge and a willingness to share her own beliefs with them.

108 The quality of teaching was good in the lesson observed at Key Stage 1 and very good in the lesson observed at Key Stage 2. Relationships between both teachers and their pupils were very good, and this had a significant impact on the good progress pupils made. A good pace was maintained throughout both lessons.

109 The curriculum fully meets the requirements of the local Agreed Syllabus. It includes visits to places of religious significance, for example, a church, a temple and a mosque. Planning is satisfactory, but there are no formal arrangements for assessing pupils' progress and attainment. The curriculum makes a good contribution to the pupils' spiritual, moral, social and cultural development. The co-ordination of activity is good, and is promoted successfully by knowledgeable, enthusiastic and committed subject management. The designated co-ordinator has successfully reviewed the provision for religious education, recognised deficiencies and, together with her colleagues, brought forward changes to improve the delivery of the curriculum and raise standards. Resources are sufficient to meet the needs of the curriculum, including the provision of religious artefacts, and generally they are put to good use.

### 113 **OTHER SUBJECTS OR COURSES**

#### **Art**

110 During the inspection period, only a small sample of lessons was seen. These, together with scrutiny of pupils' previous work, sketch books and displays indicate satisfactory progress overall by the age of eleven, with no significant difference in the progress of all pupil groups.

111 Pupils at Key Stage 1 develop satisfactory skills in drawing such things as plants from direct observation and in creating collage patterns, using a range of natural materials. In a lesson, younger pupils successfully selected from a range of materials to create a collage of a friend's face. They appropriately considered hair colour, straight or curly hair, jewellery worn and other features. They made some progress in developing their creativity by bending and curling paper and in their choice of materials. Other pupils made satisfactory progress in the development of skills when using wax relief technique, but there was insufficient creativity shown in this activity.

112 Pupils at Key Stage 2 show satisfactory skill development over time. Pupils have created a frieze of an underwater scene, using a satisfactory range of collage techniques and choosing appropriate materials. They show satisfactory use of a range of materials when creating pictures, including pencil sketches, chalk pastels of winter scenes, and paintings of streets and buildings where they explore perspective. There are a few good examples of portraits, using the work of other artists as a stimulus and to copy their technique. Some work, such as paintings linked to favourite books, show good levels of creativity in the selection and use of materials to set the scene. Pupils develop skill in designing a stencil for printing a pattern, and are successful in using it to create repeat patterns. There are examples of satisfactory use of sketchbooks, where pupils draw from direct observation or produce quick sketches with written notes for information. There are samples of last year's claywork, which show satisfactory development in using this medium.

113 Pupils show at least satisfactory response in lessons. They concentrate on their work and discuss it with each other. They work independently and show pleasure in their finished work. Most use resources, including such tools as scissors, sensibly.

114 The quality of teaching is generally satisfactory. Teachers have adequate subject knowledge and

planning is satisfactory overall. Visits to local churches, for example, give appropriate opportunities for older pupils to experience art in the environment and to practise new techniques, such as tile designs, stained glass patterns and calligraphy. Much of the artwork seen in school reflects the way in which the subject supports other curricular areas, rather than a systematic development of skills and creativity.

- 115 Pupils' involvement in art makes a positive contribution to their spiritual, moral, social and cultural development. Each week, parents help pupils in Year 6 to make safe and effective use of the kiln. These and other art activities, such as sewing and braiding in extra-curricular groups, enhance their skill development opportunities.

### **Design and technology**

- 116 Very little teaching of design and technology was taking place during the week of inspection. The school's long and medium-term planning provides for "design" and "make" projects to be carried out during the school year, and a range of alternative evidence is sufficient for some reliable judgements to be made.
- 117 Pupils, including those identified as having special educational needs and having English as an additional language, make satisfactory progress with their knowledge, skills and understanding of the design and make processes, although rates of progress are variable, with some making good progress as they move through the school. This maintains the position reported by the last inspection. Pupils are successfully developing a range of specialist vocabulary and understanding to explain the methods and materials that they are encouraged to use. They build skills in a structured way and grow in understanding of the need to design, make evaluate and improve upon original designs.
- 118 The pupils have suitable experiences using a good range of materials, food ingredients and construction kits to improve their skills and understanding of construction activity. From their early years in school, a majority is making satisfactory progress with measuring, marking, cutting and joining materials. In food technology, there is some participation in food creation, such as designing and making sandwiches. There are close topic links, such as when designs are created to make fabrics related to geographical or historical themes in Year 2. By the end of Key Stage 2, pupils are able to make models and know how to use basic cutting tools, adhesives and equipment appropriately and safely. When they make artefacts, such as clay pots and dishes, which show clear understanding of the techniques required to make hand-formed pottery, they are given more freedom to develop their own ideas and work at higher skill levels and the products improve. For example, they were investigating the design elements of "pop-up" books in Year 6, successfully planning the order of their construction, discussing possible ways forward, and then choosing appropriate bonding techniques based on their own previous experiences.
- 119 Pupils' response in the very small amount of work seen was good. They listen carefully to instructions and worked hard to follow them. They share resources amicably and help each other when asked. A few snatch their favourite materials first. However, most know right and wrong behaviours and chastise classmates when they behave inappropriately. All are respectful to adults who try to help or question them.
- 120 Whilst very little teaching has been seen, the evidence indicates that the quality of teaching is satisfactory overall. There is appropriate emphasis within the planning for making a range of artefacts that are linked to topic work, sometimes with parents helping. The scheme of work is being up-dated in response to the new nationally produced materials, which is an improvement upon existing documentation. Teachers' planning sometimes provides the same initial aim to all pupils, regardless of their prior attainment levels. Too much emphasis is placed on completing the work and moving on to the next planned activity. This does not allow for any re-construction

following the valuable consideration of possible improvements to the original, often teacher prompted design. Some design activity is planned closely with art and it is sometimes difficult to identify which subject is actually being addressed without reference to the longer term planning. Photographic evidence and a few finished pieces confirm that there is a satisfactory range of activity that corresponds to the planning. Insufficient thought, for example, has been given as to how higher attainers might be given opportunity to plan, design and make, using tools and construction techniques based on their own ideas, experimentation and curiosity. Assessment data is insufficiently used to develop skills and provide challenge at a more individual level.

- 121 Resources for design and technology are good in quantity, quality and range, clearly labelled and suitably stored. There is a kiln within a small technology area that is used often. There are no identified visits to places showing design and technology in use. There is insufficient use of information technology (IT) to support the design process.

## **Geography**

- 122 Only two geography lessons were seen during the inspection, both in Key Stage 2 classes. No geography work was taking place in Key Stage 1 classes and there was none in the first part of this term. There is insufficient evidence at Key Stage 1 to make a secure judgement relating to pupils' progress and response or the quality of teaching. Provision in terms of long term and medium term planning is satisfactory. This year, topics are being selected from the school's subject guidelines and new government guidelines. These are making a positive impact on the progress that pupils are making.
- 123 At Key Stage 2, pupils' progress is satisfactory, which is maintenance of the position reported by the last inspection. As pupils move through the key stage, they build their knowledge of the local area, of environmental changes, of physical features such as rivers, and of different countries. This includes pupils for whom English is an additional language and those identified as having special educational needs. In lessons and in interviews, pupils are able to satisfactorily recall facts about areas that they have studied. Pupils in the lower half of the key stage develop appropriate skills in using maps, atlases and globes. For example, they explore a range of holiday destinations to find out why and where people go on holiday. They use their earlier work on climate and weather to support their reasoning about leisure activities available in different holiday destinations. In the upper half of the key stage, pupils successfully identified changes brought about by a new road layout, looking at damage and improvements in the environment. They used research skills to canvas local opinion, planning and using questionnaires to look at various viewpoints, the presented their findings appropriately. Mapping skills are developed by comparing old and newer maps of the area and by pupils creating their own sketch maps. By studying a river, pupils identify and describe different parts of the river, such as banks, whirlpools, erosion and deposition, using correct terminology. There is a good link made with mathematics when they carry out measurements of depth, width and speed of flow.
- 124 Overall, pupils' response to geographical activity is good. Pupils who were interviewed about their previous work and experiences, showed satisfactory response, both in the presentation of their recorded work and in their attitude during discussion about the river study. In the very small number of lessons seen, pupils' response was very good. There are very good relationships between teachers and pupils, with most pupils listening attentively and behaving appropriately throughout lessons. They discuss their work sensibly with each other and adults. This overall good response has a positive effect on their progress.
- 125 The quality of teaching at Key Stage 2 is satisfactory overall, with good teaching seen in the small sample of lessons. Teachers' management of pupils, the brisk pace that was set and the clear presentation of facts promoted good progress during the lessons. However, overall curriculum planning is satisfactory. Teachers plan appropriate tasks to develop pupils' geographical skills, such as mapping and to extend their subject knowledge and vocabulary, but higher attaining pupils work at much the same level as all others in the class, which promotes insufficient progress. The

pupils occasionally use other subjects of the curriculum, such as mathematics and information technology, to support their geographical studies, but the use of information technology is insufficient. The subject makes a positive contribution to pupils' spiritual, social, moral and cultural development. Pupils work together both in school and on visits, and they consider wider issues in the environment. Classroom resources are satisfactory. Visits to other places, such as the residential trip to Fairbourne, enhance the provision.

## **History**

- 126 The quality of provision has been sustained since the last inspection and most pupils are making satisfactory progress as they move through the school. Those with English as an additional language progress at a similar rate and those with special educational needs progress at expected rates. Pupils at both key stages have a satisfactory depth of knowledge in the topics that they have studied. Although only one lesson was observed at Key Stage 1, scrutiny of pupils' work and displays show that the younger pupils have developed a sense of chronology through studying their own lives and then, as they move through Key Stage 1, they begin to recognise that there was life beyond living memory. By the age of seven, pupils successfully compare and contrast life in the past, such as during Victorian times, with that of today. They use a range of artefacts to explore aspects of life in Victorian homes and extend their vocabulary, by using such terms as 'dolly-tub', 'kitchen range' and 'washboard'.
- 127 At Key Stage 2, pupils successfully communicate what they have learned through stories, descriptions, formulating questions and role play. Younger pupils in the key stage successfully develop an understanding of attitudes in the king's court during Tudor times, and of the reasons for Henry VIII divorcing his first wife. In one lesson seen, they used role play to question both the king and the queen, using appropriate questions and answers. Pupils in Year 5 compare past life in Athens with that in Sparta. They learn about the democracy of Ancient Greece and compare it with present times. They state opinions thoughtfully, using evidence from given and researched facts. By the age of eleven, pupils make appropriate use of a suitable range of written and photographic evidence to gain information. For example, they are beginning to understand the impact of the war years on the daily lives of people in Britain during the twentieth century. They discuss such topics as the evacuation of children from the cities, showing good understanding of the possible effects on all concerned.
- 128 Pupils' response in lessons is good. They show clear interest and enjoyment in the ways in which they ask and answer questions and listen to teachers. Pupils use resources, including books, photographs and artefacts with interest, discussing information learned with each other.
- 129 The quality of teaching is satisfactory overall, and often good in lessons seen. Teachers are confident in teaching the subject. They plan lessons to include interesting activities and resources. They use good questioning to encourage debate and to deepen pupils' knowledge and understanding. However, the needs of higher attaining pupils are not met with consistency. Usually they follow the same topics, at a similar level to others in the group. Visits are used effectively to broaden pupils' experience and knowledge and make a positive contribution to pupils' progress in the subject.

## **Music**

- 130 No lessons were seen at Key Stage 1, but it was evident from the assembly observed that pupils' singing skills are satisfactory. From observations at Key Stage 2, including two lessons and a "songs and praise" practice, and from an interview with pupils in Year 6, it is evident that pupils have made generally satisfactory progress in the development of their singing skills, but unsatisfactory progress overall in listening and appraising, and in their general musical knowledge,

which is not as good as reported at the time of the previous inspection, when music was considered to be a strength of the school. This was not evident during this inspection and assemblies, for example, were disappointing from a musical point of view.

- 131 The standard of singing in the songs and praise was satisfactory overall, although too little time was spent in developing and improving pupils' skills. In the one lesson observed at Key Stage 2, the teacher and support assistant worked effectively together, and it was evident that pupils' playing and composing skills were sound. They had a satisfactory knowledge of standard notation, which they used accurately to write their short rhythmic compositions down. They took the performances very seriously and played accurately, using tuned and untuned percussion, and holding a steady beat. In the other lesson, levels of performance were unsatisfactory due to the disruptive behaviour of some pupils, and the ineffective management of these pupils. These pupils deliberately made mistakes to spoil performances and this resulted in unsatisfactory progress overall.
- 132 A group of pupils from Year 6 were interviewed. These knew the names of the composers of pieces of music heard before and after assemblies, but could name only two pieces. They all said that they had not had opportunities to listen to music in class either this year or previously, and it was clear from their limited knowledge that important opportunities for developing their listening and appraising skills had been missed. Their knowledge of the orchestra, and the families of instruments within it, is insufficient.
- 133 Pupils in Years 3 and 4 have the opportunity to learn the descant recorder as part of regular lesson time, with groups being suitably rearranged as individual pupils improve over time. There is a weekly opportunity for pupils in Years 5 and 6 to attend orchestra, regardless of their level of expertise. Some pupils are learning to play the violin. All of these experiences enhance the provision for pupils to develop an enjoyment of music and improve their skills in performance.

### **Physical education**

- 134 Pupils' progress, including those with English as an additional language and those on the school's special educational needs register, is satisfactory. Pupils at Key Stage 1 are making satisfactory and sometimes good progress in developing their bodily co-ordination. They walk, run and hop with appropriate control and awareness of others during warm-up activity. Those in the Year 1 lesson made good progress when throwing, catching and balancing beanbags. At Key Stage 2, the swimming lesson shows that pupils are making generally satisfactory progress in learning to swim, or increasing distance whilst improving stroke technique when they become more accomplished in deeper water. Pupils build upon their gymnastic achievements, making satisfactory progress with climbing and balancing. No activities involving dance were seen. Some pupils show good progress with ball control in shooting and dribbling activity. The school teams enjoy successes in inter-school tournaments within local leagues.
- 135 Pupils' response to physical activity is good. Most show enthusiasm for the subject and a minimum of time is lost while pupils change into suitable clothing and remove jewellery. In the activities seen in lessons, at breaktimes and in after school activity, they work hard to improve their performances and to increase their range of skills and knowledge. They listen carefully to instructions and coaching points. In gymnastics, for example, they add to their learning by carefully observing the work of others, and offering friendly advice for improvement based on facts they have learned or have recently heard.
- 136 In the few lessons seen, the quality of teaching was satisfactory. Planning, organisation and management of the subject are satisfactory, and include co-ordination of trips to other venues for swimming and inter-school activity for Key Stage 2 pupils. The swimming trip is very time consuming and travel takes more time than the actual lessons, but the outcomes are positive. The

school has been involved in the “Top Play/Top Sport” scheme and there has been appropriate staff development. Staff focus appropriately on the development of skills by using satisfactory quality coaching points, but there is insufficient focus on developing the skills of those who are attaining at the higher levels in gymnastics.

- 137 Resources are good in quantity, quality and range, which is a significant improvement from the previous report. The main school hall is of good size and has been recently upgraded with attractive climbing apparatus and accompanying landing mats. The outdoor hard-play area and field facility are of good size and are suitably maintained. Extra-curricular clubs for netball, soccer, gymnastics, badminton and Unihoc enrich the curriculum for many pupils, and improve the skills of those involved.

## 141 PART C: INSPECTION DATA

### 141 SUMMARY OF INSPECTION EVIDENCE

The school was inspected by a team of 4 inspectors, who spent a 14 days equivalent on the school site, gathering evidence at first hand. For the majority of the time, the inspection team visited classes, talked to individuals and groups of pupils, and evaluated their work.

54 lessons or parts of lessons were observed, totalling 33.7 hours

In addition:

- the documentation provided by the school was carefully analysed and issues raised to be satisfied on site
- a range of work produced by a sample of pupils from each year group was scrutinised, together with their records, reports and individual education plans;
- 18 pupils were formally heard to read, and many others informally during lessons
- many pupils were asked their views of life in school, to gain an understanding of their achievements and progress over time
- informal discussions took place with many pupils as part of lesson observations or other school activity
- attendance records, discipline records and annual written reports to parents were examined
- interviews / discussions were held with members of staff, governors, parents, support agencies and two secondary school representatives
- pupils and staff were observed during registration periods, assemblies, break times and at the beginning and end of the school day
- the internal accommodation and external site were reviewed
- the Registered Inspector held a parents' meeting at which 11 parents attended, representing 10 families and all age groups - their responses were analysed
- 92 (34%) parent questionnaires were handed in, and the responses analysed
- the issues raised at the meeting with parents and those within the questionnaire were considered on site

**DATA AND INDICATORS**

**Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
<b>YR</b>	212	0	47	38
<b>– Y6</b>	30	0	0	0
<b>Nursery</b>				

**Teachers and classes**

**Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8
Number of pupils per qualified teacher:	26.5

**Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	194.5

**Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	30

**Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	2
Total aggregate hours worked each week:	63

Average class size:	30.3
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**Financial data**

Financial year:	1998/1999
	£
Total Income	344 738
Total Expenditure	339 525
Expenditure per pupil	1 451
Balance brought forward from previous year	19 532
Balance carried forward to next year	5 011

## PARENTAL SURVEY

Number of questionnaires sent out:	272
Number of questionnaires returned:	92

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	45	52	2	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	46	2	1	0
The school handles complaints from parents well	14	59	20	1	0
The school gives me a clear understanding of what is taught	32	58	7	3	0
The school keeps me well informed about my child(ren)'s progress	40	47	9	4	0
The school enables my child(ren) to achieve a good standard of work	37	60	3	0	0
The school encourages children to get involved in more than just their daily lessons	37	53	8	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23	58	16	2	1
The school's values and attitudes have a positive effect on my child(ren)	34	56	8	2	0
The school achieves high standards of good behaviour	34	54	9	3	0
My child(ren) like(s) school	60	37	1	2	0

### Other issues raised by parents

- Praise for the way in which meetings are organised to assist in the parents' understanding of the curriculum.
- Some are concerned that the higher attainers are held back alongside the average attainers during group activities.

### Summary of responses

- An overwhelmingly positive response - high levels of satisfaction stated.
- Parents who had never had occasion to complain chose the "neither" category.
- A significant proportion expressed concern over the success of the values and attitudes promoted by the school and the standards of behaviour of some pupils.