

# INSPECTION REPORT

**Maple Cross Junior Mixed and Infant School**

Rickmansworth

LEA area: Hertfordshire

Unique Reference Number: 117266

Headteacher: Mr D G Evans

Reporting inspector: Miss Savi Ramnath  
21334

Dates of inspection: 6<sup>th</sup> December – 9<sup>th</sup> December 1999

Under OFSTED contract number: 707430

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Community Infant and Junior and Nursery
Type of control:	County
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Denham Way Rickmansworth Hertfordshire WD3 2SS
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Struck
Date of previous inspection:	January 1996

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Miss Savi Ramnath Registered Inspector	Mathematics Science Design and technology Information technology Physical education Equal opportunities	Attainment and progress Teaching Leadership and management The efficiency of the school
Ms Rosalind Hall Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs Hilary Macdonald Team Inspector	English History Geography Art Music Religious education Under fives Special educational needs	Curriculum and assessment Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

- Attainment in English, mathematics and science is above average by the time pupils leave school at the of Key Stage 2.
- Teaching is good or better in seven out of every ten lessons.
- The school is well led by the headteacher and has a very positive ethos.
- Children have a good start to their education in the Nursery and Reception classes.
- Pupils want to learn, they work hard, behave very well and are very supportive of one another.
- Staff know their pupils well and provide them with good welfare and guidance.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- There are strong links with the local community and good partnership with parents.

### Where the school has weaknesses

- I. Current standards are below average at the end of Key Stage 1 in mathematics, science and pupils make satisfactory progress.
- II. Insufficient time is spent on information technology to enable high standards to be achieved at the end of key stages. Progress is unsatisfactory and not all the skills that pupils need to acquire are taught.
- III. Progression in writing and handwriting is unsatisfactory; presentation of pupils' work is below expectations at the end of Key Stage 1, in Year 3/ 4 and in Year 5.

**Although the school has a considerable number of strengths, there are also important weaknesses; these will form the basis of the governors' action plan which will set out how the weaknesses identified during the inspection will be tackled. A copy of the plan will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has improved on the good standards in Key Stage 2 detailed in the earlier inspection report of February 1996. Action has been taken on all of the key issues identified, although some aspects have not been fully addressed. Policies have been introduced in all subjects and the optional national schemes of work have been taken on board. Although the school has made good progress in improving curricular planning in literacy and numeracy, insufficient improvement has been achieved in the other areas of the curriculum. Planning does not always identify the needs of pupils of different abilities nor make reference to National Curriculum levels. There are now improved arrangements for staff development and clear improvement in provision for extending pupils' understanding of other cultures.

The staff and governors have a strong commitment to raising standards and the school has good capacity to make these improvements and to address the current issues.

## Standards in subjects

The 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	<b>KEY</b> well above average    A above B average C below D well below average    E
English	<b>E</b>	<b>D</b>	
Mathematics	<b>C</b>	<b>C</b>	
Science	<b>C</b>	<b>C</b>	

This shows that at the end of Key Stage 2, pupils achieved standards that were well below when compared with the national average in English, and average in mathematics and science. When compared with similar schools, pupils' results were below the national average in English and average in mathematics and science. However, the size of school is not considered and, in this school, the small number of pupils in 1999 means that an individual represents a high percentage.

Inspectors judge that pupils currently in Year 6 will attain standards that are likely to be above the national average in English, mathematics and science by the time they leave school at the end of Key Stage 2. In religious education, standards exceed the expected level. In information technology, pupils have covered too limited a range of work and standards are currently below expectations at the end of both key stages. Achievement in all other subjects is in line with what is expected nationally, except in art and design and technology, where it is above.

The difference between inspectors' judgements and the above grades is due to the fact that the inspection looks at this year's pupils and a wider range of work than that assessed in the national tests.

By five years of age, all children are improving across the range of their work and overall are likely to attain standards above those expected in personal and social development and knowledge and understanding of the world. In all other areas of learning, standards are in line with the expected level on entry to full-time education.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good

Science		Satisfactory	Good
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Satisfactory	Good
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is good in Key Stage 2 and satisfactory in Key Stage 1. All lessons seen were at least satisfactory and in seven out of ten lessons, teaching was good or very good. The teaching of the youngest pupils in the school was good overall, and the tasks and learning objectives set for them were carefully planned.

Standards in information technology show the overall quality of teaching as unsatisfactory because insufficient time is spent on teaching the skills. However, the lessons seen during the inspection were at least satisfactory.

Short- and medium-term plans do not always clearly identify the provision for pupils of different abilities nor for those with special educational needs.

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



## Other aspects of the school

Aspect	Comment
Behaviour	Behaviour in and around school is very good. Pupils are polite, courteous and they relate very well to each other and to their teachers. Attitudes to learning are also very good and pupils' personal development is satisfactory.
Attendance	Levels of attendance are satisfactory. Procedures for monitoring attendance are very good.
Ethos*	It is a well-ordered community, pupils enjoy their work in a caring, quiet environment. Relationships are good. The school is committed to high standards of work and behaviour.
Leadership and management	The management of the school is good. The headteacher provides effective leadership and has a firm commitment to raising standards. He is ably supported by the deputy headteacher. Governors give some support to developments. Arrangements for school development planning and the monitoring and evaluation of the curriculum are good.
Curriculum	The curriculum is broad and enhanced by a good range of extra-curricular activities and clubs. There is a clear emphasis on delivering literacy and numeracy and this contributes to the good standards attained by the end of Key Stage 2. However, not all aspects of information technology are currently taught and pupils have limited opportunities to write for a purpose. The curriculum for under-fives is good and well planned. Good progress has been made in improving planning, but further development is necessary, as provision for pupils of different abilities is not always made. Procedures for assessing pupils' attainment and progress are sound.
Pupils with special educational needs	Sound, effective, individual support for learning difficulties; particular emphasis given to literacy and numeracy. However, work is not always matched to the needs of pupils in some classes.
Spiritual, moral, social and cultural development	There are good opportunities for moral, social and cultural development. A clear moral framework is known to all; good social opportunities are provided and pupils learn about the different cultures within the school community. However, planned provision to promote pupils' spiritual development in the curriculum is limited.
Staffing, resources and accommodation	Good; general balance and expertise to meet the demands of the curriculum. Staffing levels are above average. Although many of the staff are newly qualified and recently appointed, the good system of supporting them ensures they are effective. Spacious and very well-maintained accommodation; learning resources are adequate except for software for information technology.
Value for money	Although unit costs are high, the school currently provides sound and improving value for money, because of the good quality of teaching, good ethos and the good progress made by the pupils.

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

What most parents like about the school	What some parents are not happy about
<p>IV. They are encouraged to become involved in the of the school.</p> <p>V. The openness and welcoming nature of the whole f.</p> <p>VI. The children enjoy going to school.</p> <p>VII. They are satisfied with homework.</p> <p>VIII. The school has a positive effect on children's es and attitudes and achieves good standards of aviaour.</p>	<p>IX. There were no areas of significant concerns aire or by the small group of parents who attended</p>

Only seven parents attended the meeting held before the inspection but 63 per cent of the questionnaires sent out were returned. Inspection findings agree with the positive views about the school expressed in both the questionnaire responses and at the meeting with parents Overall, there was a very positive response from parents. There is much parental support for the school.

## **KEY ISSUES FOR ACTION**

**In order to build on the many positive aspects of the school and further improve the standard of work and quality of the education provided, the governors headteacher and staff should:**

**Raise attainment in information technology in both key stages by:\***

- X. ensuring that all strands of the National Curriculum are taught in each class; [paras 19, 41]
- XI. providing regular opportunities for pupils to use their skills to enhance their learning in other subjects; [paras 19, 149, 154].
- XII. ensuring that there is appropriate software to support learning; [paras 80, 157]
- XIII. raising teachers' expectations as to what pupils can do. [para 156]

**Raise standards in mathematics, science and writing, including handwriting, at the end of Key Stage 1 by ensuring that:**

- XIV. work is matched to pupils' abilities in mathematics and science; [paras 16, 17, 34, 35, 76, 143, 145, 146]
- XV. additional support is provided, particularly for the significant number of pupils with special educational needs in Year 2. [paras 106, 118, 130]

**Raise standards in writing, including handwriting, at the end of Key Stage 1, Years 3 / 4 and in Year 5 by ensuring that:**

- XVI. all group writing activities planned within the context of the literacy hour are matched to pupils' levels of attainment; [paras 118, 119, 121}
- XVII. the teaching of handwriting is reviewed in order to ensure progressive development; [para 118]
- XVIII. the quality and range of pupils' writing in most classes is increased. [paras 14, 115]

(\*The school has already identified this issue for improvement which forms part of the school's development plan, and good progress is being made to achieve the targets set.)

**In addition to the key issues above, the following issues should be considered for inclusion in the action plan to:**

- XIX. achieve consistency in the quality of teachers' marking of pupils' work so that comments encourage pupils and inform them about ways to improve their work; [paras 48, 121, 140]
- XX. define more clearly the roles and responsibilities of the governing body in order that it provides more active support for the headteacher. [paras 74, 85]

## · INTRODUCTION

### · Characteristics of the school

1. Maple Cross Junior Mixed Infant and Nursery School is a small school situated in the Maple Cross area of Hertfordshire. The school was founded in 1964 and has established close links with the local parish church. The school's admission arrangements are in line with the Local Education Authority's policy and the majority of pupils live in the surrounding area with a few travelling a greater distance. Pupils come from a variety of housing in the local area. This includes privately owned houses, local authority housing and housing association accommodation. New pupils are admitted into the Nursery three times each year; at the beginning of the term in which they are four, and into the Reception class in the term of their fifth birthday. At the time of the inspection, 14 children had not yet reached statutory school age including ten in the Nursery class.
2. Children start school in the term of their fourth birthday and the school currently has 105 pupils on roll organised in six classes and a further ten children of nursery age who attend morning sessions only. There are 63 boys and 42 girls in the school and this has implications for grouping arrangements. Five pupils come from cultures other than English and of these, two are from homes where English is not the first language. This is lower than most schools.
3. The average class size is 17.5 and the pupil:teacher ratio is 14.8:1, which is well below the national average. The school has identified 31 pupils (27 per cent) on its register of special educational needs, a proportion above the national average. Twenty-one of these are on Stage 2 or above; eight pupils are on Stages 3 to 5 and one has a statement of special educational needs. This is in line with the national average. The number of pupils eligible for, and claiming, free school meals is a little below the national average and now stands at 17 per cent.
4. Attainment on entry to the Nursery is assessed using recognised testing procedures and these indicate levels expected for children of this age. When measured by the local authority baseline for assessing children's knowledge and skills, children are in line with the level expected for children of a similar age in the county.
5. Since the previous inspection in January 1996, the number of pupils on roll has declined significantly. All teachers, including the headteacher, except one, are new to the school. The key issues raised in the last report were to :
  - \_\_\_\_\_ · maintain arrangements for staff development and training;
  - develop policies and schemes of work to include assessment opportunities;
  - improve the quality of the short-term planning to identify clearly learning intentions;
  - broaden pupils' understanding of other cultures.
1. The school aims to help each child to develop his/her full potential, achieve the highest level of success of which he/she is capable and become socially responsible members of society. Pupils are encouraged to develop good attitudes to learning, independence, self-confidence and respect for other people and their environment. The school has set agreed targets for raising attainment in English and mathematics.
2. The school has identified a number of areas for attention in this academic year, including:
  - consolidating the National Literacy and Numeracy Strategies at Key Stages 1 and 2;
  - improving the use of information technology across the curriculum;

- increasing the focus of the school development plan on pupil performance and standards with long-, medium- and short-term priorities and contributions from each co-ordinator;
- reducing unauthorised absence to a maximum of 2.5 per cent over two years and 1.5 per cent over three years;
- developing provision for the more able pupil;
- monitoring of teaching and learning;
- continuing to support governors in the effective discharge of their duties with appropriate development and training;
- maintaining awareness of, and opportunities for, pupils' spiritual and cultural development;
- continuing commitment to the arts and sport.

• **Key indicators**

**Attainment at Key Stage 1**

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

Year	Boys	Girls	Total
1999	6	7	13

• <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5	5	6
	Girls	4	4	4
	Total	9	9	10
Percentage at NC Level 2 or above	School	69	69	77
	National	82	83	87

• <b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6	5	6
	Girls	6	4	4
	Total	12	9	10
Percentage at NC Level 2 or above	School	93	69	77
	National	82	86	87

## Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999	11	11	22

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	7	9
	Girls	9	9	9
	Total	14	16	18
Percentage at NC Level 4 or above	School	64	73	82
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	5	7
	Girls	6	8	7
	Total	10	13	14
Percentage at NC Level 4 or above	School	45	59	64
	National	68	69	75

### Attendance

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

		%
Authorised Absence	School	5.2
	National comparative data	5.7
Unauthorised Absence	School	3.5
	National comparative data	0.5

### Exclusions

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

	Number
Fixed period	6
Permanent	0

### Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	14
Satisfactory or better	100
Less than satisfactory	0

## PART A: ASPECTS OF THE SCHOOL

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

### · **Attainment and progress**

1. Attainment for the current Year 6 pupils by the time they leave school at the end of Key Stage 2 will be above the national average in English, mathematics and science and below the expected level in information technology. In religious education, attainment exceeds that expected in the locally agreed syllabus. The previous inspection in 1996 found that attainment and progress met the expectations for all subjects at the end of both key stages. Overall, standards have improved at the end of Key Stage 2 but have not been maintained at the end of Key Stage 1 in the core subjects of English, mathematics and science or in information technology at the end of both key stages.
2. The results of the 1999 National Curriculum tests showed that at the end of Key Stage 2, pupils' attainment was well below the national average in English and in line with the national average in mathematics and science. The number of pupils attaining the higher Level 5 was below the average in science and mathematics and well below the average in English. When compared with similar schools, the results were below the average in English and average in mathematics and science at both the expected Level 4 and the higher Level 5.
3. In the 1999 standardised tests and teacher assessment at the end of Key Stage 1 pupils attained levels which were well below the national averages in reading and writing, and below in mathematics. The proportion of pupils attaining the higher level was in line with the national average in reading and writing, but no pupil attained the higher Level 3 in mathematics. When compared with similar schools, these results indicate that pupils' performance was very low in reading, writing and mathematics. Teachers' assessments in science showed that the number of pupils attaining the expected level was below the national average while no pupil attained Level 3. The size of the cohort makes comparison with both the national averages and similar schools unreliable as the small number of pupils in each year group means that an individual represents a high percentage.
4. The inspection judgements differ from the results of the 1999 National Curriculum tests because the group of pupils at the end of each key stage being tested was different from those being inspected; the inspection takes account of a wider range of knowledge, skills and understanding than do national tests. In addition, the recent introduction of the National Literacy and Numeracy strategies is having a positive impact on standards and pupils' skills in these areas are improving.
5. The attainment of children on entry to the Reception class is broadly average for their age. The Nursery and Reception offer a high level of provision and almost all children make good progress in all areas of learning. As a result, the majority of children reach the standards expected nationally by the age of five in all areas of learning and exceed them in personal and social education and knowledge and understanding of the world. Overall, children are well prepared for the National Curriculum in Key Stage 1.
6. Children under five make good progress in personal and social development. They quickly settle into the routines of school and show interest in their work. They learn how to behave in school, work well with each other and take turns. Their behaviour and attitudes enable them to make good progress in other areas of learning, such as mathematics. They have good listening skills and most make relevant comments and contributions to discussion in class and group sessions. They respond positively to opportunities to share and enjoy books and many recognise simple words by sight. In writing letters and numbers, they demonstrate increasing control and most write their own name clearly with well formed letters whilst a few higher attaining children make their own attempts at writing simple sentences. In mathematics, they engage in a range of practical activities as well as more formal work. Most recognise numbers up to five and count up to and back from ten. Children make good progress in their knowledge and understanding of the world. They recognise the features of living things, develop a sense of the past and learn about the



environment. They use the computer, mouse and keyboard with growing confidence. Children achieve the expected standards in creative and physical development. Through work in art, the children learn the skills of drawing, painting and model making and apply them well in a range of activities. They demonstrate good control and co-ordination when using wheeled toys and small apparatus.

7. Attainment in all aspects of the English curriculum is above national expectations at the end of Key Stage 2. It is below the standards expected at the end of Key Stage 1 in writing, handwriting and spelling and average in reading, speaking and listening. Overall, progress in English is sound. However, there are variations between the key stages, classes, and aspects of the subject. Good progress is due in part to the positive ethos for learning, good quality teaching observed in many of the lessons and the implementation of the literacy hour. In both key stages, pupils' listening skills are better than their speaking skills. They listen attentively to teachers' instructions and some respond positively and clearly when questioned. Most speak confidently to each other and to adults during group work using appropriate vocabulary to express themselves. Older pupils develop a more formal use of language by presenting class assemblies and acting in plays which they write. In Key Stage 1, pupils read with fluency and expression and enjoy a wide range of books. They have a sound knowledge of initial letter sounds and familiar words and use their phonic knowledge to help with the reading of unfamiliar words. By the end of Key Stage 2, pupils show confidence and enthusiasm in accessing and handling books. They read accurately and fluently from a broad range of children's literature. By the end of Key Stage 1, pupils' writing, handwriting and spelling are below the standards expected. Not all pupils are familiar with the use of capital letters and full stops and few are developing a legible style of handwriting. Handwriting is unsatisfactory in Key Stage 1, although by the end of Key Stage 2, many pupils write accurately for a range of audiences. Opportunities for writing for different purposes are limited.
8. Pupils make good progress in literacy and numeracy. The implementation of the National Literacy Strategy is effective and whole-class teaching in the literacy hour is generally pitched appropriately to the needs of different pupils. However, work in the numeracy sessions is not always well matched to the needs of the lower attaining pupils in the mixed age Year 3/4 and Year 5 classes. As a result, the progress that these pupils make is limited.
9. In mathematics, attainment at the end of Key Stage 2 is above national expectations but below at the end of Key Stage 1. Progress is sound in both key stages with good progress in Reception, Year 1 and Year 6. The focus given to numeracy and the development of mathematics planning, have a positive impact on standards in numeracy. Some pupils by the end of Key Stage 1 have good mental calculation skills and add and subtract competently. Most have a satisfactory grasp of place value and some have appropriate knowledge of shape, space and measures. They collect and present numerical data and draw simple conclusions about the results. However, the range of knowledge, understanding and skills acquired is very narrow which contributes to the below average attainment at the end of the key stage. By the end of Key Stage 2, the majority of pupils are competent in the use of multiplication facts and use a wide range of mental methods to solve problems. Standards in space, shape and measures are above average. In their handling of data, pupils use a variety of graphs and diagrams with good levels of understanding.
10. In science, attainment by the time pupils leave school at the end of Key Stage 2 is above national expectations but below at the end of Key Stage 1. Progress is sound in both key stages but with good progress in Reception, Year 1 and Year 6 owing to the better match of work to pupils' abilities and the high expectations of the class teachers. Progress is slower in the other classes. The match of activities to pupils' needs is not always appropriate and lower attaining pupils in particular find some work too difficult for them.
11. Pupils spend a great deal of time in studying single units of work instead of extending their knowledge, understanding and skills by applying them to practical investigations and posing their own questions and answers. By the end of Key Stage 2, most pupils are confident in their use of scientific language. They plan experiments well, conduct fair tests and correctly explain why some materials are better conductors of electricity than others.

12. Attainment in information technology is below national expectations at the end of both key stages. Progress is unsatisfactory throughout the school because the full programmes of study are not taught, other subjects do not develop the use of information technology and pupils have too few opportunities to use the computer. Pupils lack the expected confidence and competence, and examination of their past work shows that the use of computers is not yet an integral part of lessons across the curriculum. Overall, the range of understanding and skills, and the level of confidence that the majority of pupils have, are lower than expected for their age.
13. In religious education, pupils' attainment by the time they leave school at the end of Key Stage 2 exceeds the requirements of the locally agreed syllabus. Progress is good in Key Stage 2 and sound in Key Stage 1. Younger pupils understand the significance of Divali and other religious festivals. Older pupils understand the diversity of religions and how religious ideas can affect an individual's life.
14. Standards in all other subjects of the National Curriculum are appropriate for pupils by the time they leave school at the end of Key Stage 2, with the exception of art and design and technology which are better than expected for pupils of this age. Progress is satisfactory in all subjects except art and design and technology where it is good.
15. National Curriculum test results have been analysed and the school closely monitors attainment and progress. In response to this analysis, challenging targets for improvements have been appropriately set in English, mathematics and science.
16. The progress of pupils with special needs is sound. They are supported well by class teachers and by the educational support staff. The progress of average and higher attaining pupils is generally good. There was no evidence of significant differences in the performances of boys and girls and the small number of pupils who have English as an additional language. The school's very good ethos for learning promotes overall good progress.
23. **Attitudes, behaviour and personal development**
17. The good standards of pupils' attitudes and behaviour found on the previous inspection have been maintained and are improving. Overall, the attitudes and behaviour of all the pupils are strengths and make a significant contribution to pupils' attainment and progress and the quality of life in the school. Comments from parents, both in the questionnaire and at the meeting prior to the inspection, support this view.
18. Children in the Nursery and Reception classes enjoy coming to school and soon become familiar with school routines. They gain confidence and relate well to each other and to the adults who teach and support their learning. By the time they are five, they work well on their own or in small groups. They listen well and show their understanding in the confident way in which they carry out instructions. They behave well and play co-operatively together in the classroom and on the playground. They are developing a secure sense of right and wrong. They concentrate very well and tackle eagerly the work set for them. They develop sufficient confidence to take pride in their classroom, offering to help tidy away at the end of sessions and carrying out small tasks without prompting.
19. Pupils in both key stages have a very positive attitude to their learning and enjoy coming to school. They are interested in their work and proud of their achievements. They concentrate very well, and are keen to do their best.
20. Pupils throughout the school behave very well in classes and around the school. They respond well to teachers' questioning or instructions and settle quickly to task. They work very well independently and are

able to find their own resources. In a Year 6 design and technology session, for example, pupils worked well in groups, sharing the task and using their initiative and a variety of resources to design and build a range of model fairground rides. Pupils behave well in assembly; they listen attentively and participate. At playtimes they make good use of the outside environment and they enjoy playing with equipment which they share well.

21. Relationships between staff and pupils and between pupils are very good and most are confident in the company of adults. They work well in groups and pairs, for example, in the Year 4 physical education lesson they worked equally well with a partner of their own choosing as with one chosen later by the teacher. They are very polite and courteous and listen attentively to staff and to each other. They show respect for each other and appreciate the differences in other views and beliefs. In a Year 5 religious education lesson, where the celebrations surrounding Christmas were discussed, they listened carefully and supportively to the pupil who is a Jehovah's Witness.
22. Pupils are keen to take on responsibilities and carry out those required by the school, such as being register monitor or undertaking classroom duties. Year 6 pupils take turns to help younger pupils in the dining hall, they assist them with carrying their trays or cutting up their food competently and with kindness. From the time of their arrival in the Nursery, pupils are encouraged to be independent and to use their initiative. As pupils rise through the school, they show a very mature approach to school life and take responsibility for their learning.

29. **Attendance**

23. Attendance is satisfactory and has improved since the last inspection. Registers are filled in accurately and monitored regularly. The school takes care to ensure that reasons for absence are valid and discourages parents from taking pupils on holiday during term time. Rigorous monitoring shows unauthorised absence is above average. The school is working well with the Educational Welfare Service when an individual pupil's attendance gives cause for concern.
24. Sessions generally start punctually. A few pupils are regularly late; they are dealt with appropriately. The good attendance and punctuality of the majority of pupils are important factors in the standards they achieve and the progress they make in their learning.

31. **QUALITY OF EDUCATION PROVIDED**

31. **Teaching**

25. The overall quality of teaching is good. It is never less than satisfactory and is good in nearly half of lessons with the teaching in seven out of ten lessons being good or very good. The teaching of children under five is good or better in two-thirds of lessons with no unsatisfactory teaching observed. In Key Stage 1, the teaching is particularly good in English and mathematics where teachers are successfully implementing the National Literacy and Numeracy Strategies and are confident in their delivery. It is also good in religious education, art and physical education. Although teaching overall in information technology is unsatisfactory, all lessons seen during the inspection were at least satisfactory. Teaching in the other subjects of the National Curriculum was at least sound.
26. At Key Stage 2, teaching is good in English, mathematics, religious education, art, history and geography and in physical education. It is satisfactory in science and music, but unsatisfactory overall in information technology.
27. Teachers' subject knowledge is secure in most subjects of the National Curriculum, which helps them to give clear explanations and introductions to pupils, particularly in numeracy and literacy hours. They

choose resources well to engage their pupils' attention and sustain concentration, often succeeding in making work exciting and therefore learning is more effective. Teachers prepare tasks well; however, they do not always ensure that they are matched to pupils' differing abilities and needs which restricts the progress pupils make. In the best lessons in mathematics in Key Stage 2, there is a clear focus to the lesson which is understood by pupils. These lessons are well-prepared and organised and there is a good variety of tasks both written and practical, for pupils to work on their own or in small groups. Plenary sessions are often used effectively by teachers to assess what pupils have learned in a lesson and further reinforce their subject knowledge and understanding. The teaching of information technology is unsatisfactory in both key stages, although the teaching of skills in lessons observed was often good. In religious education, teaching is good in both key stages because teachers know the subject well and convey their own wonder and enthusiasm, whilst at the same time creating an appropriate reflective atmosphere.

28. Planning for literacy and numeracy lessons follows national frameworks but is sometimes insufficiently detailed in ensuring that work is matched to the needs of different pupils. In writing, teachers are insufficiently aware of the requirements of the National Curriculum and do not link their proposed teaching to the levels expected. This means that pupils often work at undemanding tasks and that their writing skills are not progressively developed. The lack of emphasis on the secretarial skills is reflected in the poor handwriting and presentation. The quality of planning in other lessons is inconsistent, but generally sound, and linked to the medium-term plans. Often, the planning in mathematics is not translated into practical terms so that the pace of the lesson is slow. Lesson content is not always well matched to the needs of all pupils, although pupils with special educational needs are generally well supported. In information technology, planning is unsatisfactory throughout the school, with few opportunities for using computer skills to support learning in other subjects.
29. Teachers' organise their lessons well and generally have appropriate expectations of what the pupils will learn and how they will behave. Resources are generally carefully prepared before the lesson and are used well. However, in a few lessons in Key Stage 1, pupils are seated on the carpet for too long and some become restless. Teachers make effective use of support staff who often make a valuable contribution to the progress of the pupils they are working with.
30. Teachers' good relationships ensure that there are few problems with management and discipline. They create good learning environments in their classrooms which enables pupils to concentrate on their work.
31. Teachers listen well to their pupils and their verbal assessments of individual pupil's work and progress are helpful, assisting in the improvement of the quality of their work. Marking is generally positive and encouraging but does not give sufficient information to the pupil on where their strengths and weaknesses lie and how to take their learning forward. Teachers generally question effectively and, from using this technique, they know their pupils well. Homework is given regularly in reading, spelling and mathematics and this provision has a positive impact on the progress pupils make. Parents appreciate the homework given and support the school in its efforts to encourage a good work ethos for pupils.

### 38. **The curriculum and assessment**

32. The positive findings of the previous inspection have been sustained in most respects. Improvements have been made in the provision of schemes of work for all subjects and the teachers' planning is to a consistent format.
33. The curriculum planned for the children under five is broad and balanced in all areas of learning. Planning takes account of the nationally recommended areas of learning for young children. Good opportunities are provided for them to learn through structured play activities. The curriculum in both the Nursery and Reception classes prepares the pupils effectively for the National Curriculum at Key Stage 1 in all respects.

34. All subjects of the National Curriculum, as well as religious education, are taught on a regular basis with the exception of information technology, which receives insufficient attention and coverage. This is reflected in the unsatisfactory attainment and progress. Requirements for sex, drugs and health education are met satisfactorily through the science curriculum.
35. The school has done well to ensure a satisfactory balance in the curriculum on a weekly basis and focuses appropriately on subjects at Key Stage 2. This has helped to improve progression and continuity in the foundation subjects. Physical education, music, art and design and technology have not been neglected and sufficient time is allocated to them in a crowded timetable.
36. The time allocated to English and mathematics reflects the school's response to the National Literacy and Numeracy Strategies. Time is appropriately allocated for the practice of writing skills acquired during the literacy hour. This is necessary as the weakness in the English curriculum is related to progression in writing.
37. Good use is made by the teachers of optional national and local authority schemes of work in science and foundation subjects. The literacy and numeracy guidelines are adhered to, but the emphasis on numeracy has meant that the other aspects of mathematics currently do not receive sufficient attention. Overall, continuity and progression are well managed in most subjects.
38. Within the curriculum, there is sound provision for the pupils' personal and social development. There is equality of access to all pupils with the exception of some pupils in Year 2 where disruptive behaviour hinders progress.
39. The school meets the curricular requirements of most pupils on the school's Code of Practice and special educational needs register. In all classes, the staff are aware of the high attaining pupils, particularly in literacy and numeracy, and try to match the provision for them. There is early identification of pupils with learning and behavioural difficulties. Most receive extra and successful help, either from additional staff in class or on a withdrawal basis. Individual education plans are drawn up by the class teachers in discussion with the Special Educational Needs Co-ordinator (SENCO) and although most show appropriate targets, a minority are too generalised and do not show specific short-term targets for improvement. However, plans are in place to train staff in writing short-term targets. Parents are actively involved in the process and outside agencies are used well for advice and support.
40. The provision for extra-curricular activities is good. The pupils have opportunities to take part in a variety of sporting activities organised by a local leisure department and run by qualified coaches. A Sunday Club is run within the school on Thursday lunchtime and there are art, craft and sewing clubs for the whole school. Sewing and chess clubs are organised for the Key Stage 2 pupils on Monday lunchtimes and a recorder club is available for Year 2 pupils. These are all reasonably well attended and broaden the range of the pupils' experiences.
41. Assessment on entry is used effectively as is assessment in Year R. In all classes, the assessment procedures are good. The range of optional tests for English and mathematics are analysed effectively. The results of these tests are being used with increasing effectiveness to help planning and to promote better progress and higher attainment. Suitability of individual targets for pupils has been introduced and the collection of pupils' work from Reception to Year 6 in the folders provides additional assessment information in all subjects. Not all entries however, are dated and annotated. The examples of writing which are included in these individual folders are not matched to National Curriculum levels, and this is probably related to the mis-match between teacher assessment and test results, especially in mathematics and science. In the pupil profile sheet, summative records for English, mathematics, science and information technology at the end of each term, are effective. A clear format has been devised by the school for tracking the progress of pupils throughout the school. The policy for marking, with different

procedures for Key Stage 1 and Key Stage 2, is used in a positive manner by many, but not all, the teachers to aid assessment.

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

42. The previous inspection stated that overall provision for this aspect was good except for cultural development. This was reflected in a key issue and has been addressed by the school. The pupils' understanding of a range of other cultures has been successfully broadened. Overall, the school aims to establish an atmosphere which is friendly and happy and where moral and social values are encouraged. In this, the school is very successful and the pupils' development is good in all aspects.

43. Overall, the provision for pupils' moral, social and cultural development is at least sound. Spiritual development receives considerable emphasis in assemblies and in some lessons, particularly in English. However, this aspect of the curriculum is still dependent upon the insight and expertise of individual teachers. Insufficient planned time is afforded in class for pupils to reflect upon ideas. Some consideration is given to the wonder of creation, particularly in literature and art, and to human achievements. Some teachers help pupils towards a growing spiritual awareness, but this does not happen consistently in every class.

44. Provision for moral development is good. The pupils are enthusiastically introduced to the school's moral code which they understand and quickly embrace. The personal and social education policy is implemented and covers all areas of the subject. Regular thinking time in Key Stage 1 follows a helpful scheme of work and the school rules are set out in the home/school/child agreement. As a result, all the pupils have a clear understanding of what is right and wrong and what is acceptable or unacceptable behaviour. As they grow older, the pupils show an increasing care and concern for one another's feelings. They show respect for each other's property as well as for the school grounds and building. All staff provide positive role models and the school has an atmosphere of mutual trust. Pupils make good progress in moral development.

45. The school makes good provision for the pupils' social development. Pupils are happy when they enter the school in the Nursery and are cheerful and secure throughout their life in school. They make positive relationships with their peers and with all adults within the school community. Some opportunities are provided for them to work together in groups, to co-operate with and help a friend. Most teachers are skilled in creating a good social climate. They encourage their pupils to show initiative and take responsibility for the younger pupils, for example during the lunch hour where Year 6 pupils act as monitors. The pupils trust their teachers and peers and are open, friendly and courteous.

46. The school's provision for the pupils' cultural development is good. This shows significant improvement since the last inspection. Pupils learn about their own cultural heritage in history and geography and are well prepared for growing up in their rich multi-cultural society. In religious education and in assemblies, they learn about faiths other than Christianity, about renowned world artists and musicians and authors. Visitors to the school with particular cultural expertise are welcomed and a range of educational visits are made by the pupils. Recently, Year 6 pupils visited the Royal Opera House for a performance of the Nutcracker Suite. All these provide a good cultural experience at each key stage.

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

47. The last inspection report commented that the school is effective in promoting the welfare of pupils and in providing helpful guidance. This view is supported by parents and endorsed by the inspection team. The good support, guidance and welfare given to pupils provide a solid foundation for their attainment and progress.

48. Assessment procedures in English and mathematics ensure that staff have appropriate information about the academic progress of pupils in these areas but these have yet to be established across the curriculum. The school keeps good documentation on the personal progress of pupils and this is supplemented by the wide, informal knowledge that all staff have of the pupils as individuals. Relationships are supportive and all staff provide good role models.
49. Procedures for recording, promoting and monitoring attendance are very good and are having a positive effect on attendance figures. Registers are accurate and the school is rigorous in ensuring that all reasons given for authorised absence are valid. The school rewards pupils for good attendance.
50. The school has a good behaviour policy and the provision in this area is very good. Golden rules are introduced to children in the Nursery in a weekly discussion. They are implemented consistently by all staff and the rewards of stickers, certificates and 'Golden Time' are an effective incentive for children to behave well. Those pupils with emotional or behavioural problems are supported well throughout the school day. Full records are kept of incidents of poor behaviour and are monitored. Documentation surrounding the exclusions is detailed and in line with regulations.
51. Lunchtime runs smoothly. The children are supervised well by the midday staff, who are assisted ably by helpers from Year 6. The playground is a positive feature with lots of space, plenty of equipment and attractive quiet areas which aid children's social development.
52. The school has good links with agencies such as the Educational Welfare Officer and Social Services which support its work in many areas including that of child protection. Procedures in this area are good and in line with local education authority guidelines. The school nurse assists in the delivery of the sex education programme and the police talk to Year 6 pupils about drugs.
53. The school has good coverage regarding qualified first aiders and first aid boxes are kept in every classroom and the office. Good, detailed records are kept of all incidents and action taken.
54. The school has a clear and detailed policy for health and safety. Fire drills take place termly and the speed of evacuation is monitored well. No concerns in the area of health and safety were seen during the inspection.
- 61.

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

55. The school has maintained a good relationship with its parents and the local community. Parents are valued as partners in the education of the children that enriches the life of the school and has a direct positive influence on pupils' learning. The vast majority of parents who replied to the inspection questionnaire supported all aspects of the school's life and work. There were no significant concerns.
56. Links are established early through taster sessions and meetings in the Nursery. Here parents are welcomed warmly at the start of each session and stay long enough to help the child plan the work for the first part of the morning.
57. The information provided for parents in the school brochure is detailed and covers both curriculum and pastoral areas. Annual reports on pupils' progress are detailed and meet requirements. There is a very good attendance by parents at termly consultation evenings. A Home/School agreement is in place and has been signed by the majority of parents.

58. Information from the classteacher about the curriculum pupils will be learning is sent out at the start of the autumn term. Meetings about aspects of the curriculum such as literacy or science are held by the school but are less well attended by parents. Homework is well supported by parents and this is having a positive effect on the standards achieved.
59. A few parents help in school, hearing pupils read in Key Stage 1. The Friends of Maple Cross organise a variety of fund raising and social events throughout the year in order to provide extra resources and equipment to benefit pupils.
60. The school has developed close links with the community, particularly through the filming of a video about Maple Cross, past and present. Many pupils were involved in the project which was made possible by a grant from the National Lottery. A Parent and Toddler group meets each week at the school. The school has particularly good links with the parish church and its priests, who visit regularly to take assemblies very effectively, as was observed during the inspection. A recent Christingle Service took place in the church and the making of the Christingles had support from a local manufacturer, Trebor Bassett, who donated sweets. The Colne Valley Groundwork Trust donates bulbs for pupils to plant in the school's extensive grounds each year. Links with the local police and the school nurse enhance the delivery of aspects of the curriculum. Strong community links not only provide pupils with a firm springboard for understanding the importance of good citizenship but also have a noticeable impact on their attainment and progress.

67. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

**Leadership and management**

61. The last inspection report assessed the management of the school as effective. This has been maintained by the present headteacher who has been in post for nearly three years.
- 68.
69. Leadership of the school is good and this has a positive effect on the quality of education provided. The headteacher has a good understanding of what is needed for improvements in the school and emphasis is placed on raising standards and the quality of teaching. His commitment has gained the confidence of staff, many of whom are new, and this is evident in the team approach which is developing in the school. All staff work well together and new members are quickly assimilated into the team. He is fully supported by the deputy headteacher. She has several responsibilities including special educational needs and science and provides an approachable and supportive style of leadership. Their individual strengths complement each other well and they work successfully in partnership.
62. The headteacher and senior management team have established a constructive programme to monitor, evaluate and support the delivery of the curriculum, thereby raising standards of attainment in the core subjects in Key Stage 2. However, further development is necessary as standards are below national expectations at the end of Key Stage 1 in the key areas of literacy and numeracy. Planning, although regularly monitored, is not sufficiently rigorous to ensure that work is appropriate to the needs and abilities of pupils.
63. There are curriculum co-ordinators for each subject area, all staff, with the exception of the recently qualified teachers, have several areas to cover because of the small size of the school. Co-ordinators are sufficiently knowledgeable about their subject areas, recognise the need for monitoring and are keen to make improvements. Although many are new to their areas of responsibilities and some lack experience in this role, all co-ordinators are keen to improve their areas of responsibilities.
64. The school plans well for change and its development plan is a useful document covering a period of one



year in detail set within a four-year span. All aspects of the school are considered and priorities for development are identified through consultations with staff and a review of progress against the previous year's developments. These identify appropriate priorities: the need to raise attainment in the English, mathematics, science and information technology and provide a good framework for school improvement.

The plan sets clear targets which are costed, identify the people responsible for action and give deadlines for completion. It is monitored regularly by the headteacher and targets identified are on schedule. However, the arrangements for development planning are only satisfactory. The plan is the product of discussions between staff, and although it is presented to the governing body for discussion before it is finalised, governors are not fully involved in the initial stages, in monitoring the progress of the plan, nor in its evaluation at the end of the year.

65. Policies and schemes of work are in place in all areas. However, they are being reviewed in the light of the optional national schemes of work which the school has taken on board and the impending new curriculum. The school has successfully introduced the National Literacy and Numeracy Strategies for the oldest and youngest pupils in the school, but is not as successful with meeting the needs of the pupils in some of the other year groups.
66. The governors are supportive of the school and meet all their statutory responsibilities. They have in place a suitable range of committees which give them a good oversight of the school. They meet regularly and are kept well informed by the headteacher's reports and presentations from some subject co-ordinators. Some governors have undertaken training to develop greater understanding of their role, as in the case of the numeracy and literacy governors. These are all positive developments, and although their involvement is increasing, the governing body currently does not involve itself sufficiently in planning or setting priorities, in monitoring the quality of education provided by the school or evaluating the effect of the priorities on pupils' learning. Although the governing body is aware of its role within the school, the responsibilities are not implemented with sufficient rigour to be as supportive of the headteacher as is required.
67. The school has a very good ethos, which contributes well to attainment and progress. Staff have created a welcoming and caring environment in which pupils enjoy their time at school. The school succeeds in meeting most of its stated aims. However, pupils do not receive a sufficiently balanced curriculum in information technology. Most parents appreciate the work of the school and are very supportive of its aims and values. Pupils respond appropriately to them. Relationships within the school are very good and this creates a warm and secure environment with a high degree of trust amongst both staff and pupils.
68. The school is committed to promoting equality of opportunity for all pupils, and it provides suitable support for pupils with special educational needs. All statutory requirements relating to the special educational needs Code of Practice are met. However, less attention is given to the needs of the younger and lower attaining pupils in the mixed age Year 3/4 and in Year 5 mathematics, where work is sometimes inappropriately matched to their ability. Pupils do not have their full entitlement to all aspects of information technology.
69. The school has made good progress in addressing the key issues raised in the last inspection report. Since taking up his post, the headteacher has worked hard to address the issues identified. The clear direction of the headteacher and the positive attitudes of governors and staff indicate a good capacity for future improvement.
77. **Staffing, accommodation and learning resources**
70. The school is well staffed by teachers who have appropriate qualifications and experience to cover all areas of the National Curriculum and religious education. Following a period of high turnover of staff,

five new appointments were made in September. These teachers are already giving the school stability and having a positive effect on pupils' learning. Support staff are appropriately qualified and regularly attend extra training to develop their role. They are well briefed about their specific role within lessons by classteachers. There are appropriate arrangements for the induction and mentoring of new staff, for example, to cope with the high number of new staff this term an INSET day was allocated to ensure all were clear about the procedures and systems within the school. All staff have job descriptions and are given opportunities for good professional development which is linked to the aims of the school. Earlier this year, the school was awarded Investors in People status for the second time.

71. The accommodation is in a good state of repair and is well maintained. All areas are clean and tidy. Resources are stored well. The building has been well planned to allow all aspects of the curriculum to be delivered. All classes are self-contained with their own cloakrooms and refurbished toilets; they are spacious and well furnished. The library is well organised and attractive and there is a separate hall, dining area and music room. Displays throughout the school add enrichment to the learning environment and are of a high standard. The outside provision, which includes two playgrounds, grassed areas and a separate field, is attractive and enhanced by an ornamental pond and nature and conservation areas which add to pupils' experiences.
72. From the Nursery upwards, there is a variety of resources appropriate, both to age and interests of the pupils, and the curriculum taught. Although resources for information technology have recently been upgraded, the quantity of software to support the curriculum is currently limited. The range of resources provided for teaching pupils who are identified as having special educational needs is good.
73. The school library and all classrooms contain a good supply of fiction and non-fiction books, plus other high quality resources used to support the literacy hour. They are clearly labelled and, where appropriate, accessible to pupils. The purchase of resources is planned carefully and targeted in the school development plan.
74. Outside resources and visitors to the school are effectively used to extend and enrich pupils' learning experiences. For example, a range of museums provides good opportunities to illustrate aspects of art, history and science. Overall, staffing, accommodation and learning resources make a good contribution to the quality of education and the standards achieved.

82.

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

75. The efficiency of the school is good overall and has been maintained since the previous inspection. Financial planning is sound and available funding is targeted towards meeting the agreed priorities in the school development plan. Currently, the financial plans do not take a sufficiently long-term view of the school's position to support educational development beyond the current year. The preparation of the budget is soundly based on information which combines an analysis of the last year's expenditure, reviews the targets achieved and includes the forecast for the coming year. Staff with management responsibilities are involved and curriculum co-ordinators have delegated funds which they manage effectively. Good use is made of the annual income for the benefit of pupils on roll while maintaining a contingency for future changes.
76. The budget is well managed by the headteacher, in conjunction with the school secretary and school support officer. Monitoring procedures are sound and the headteacher regularly checks that there is a match between the planned budget and the actual expenditure to ensure that the current year's budget is on target.
77. Governors are kept well informed and have a good oversight of the budget. There is a finance committee which has specific terms of reference, meets regularly to consider the school's finances and approve

spending. Financial systems are good and the headteacher and governors effectively monitor expenditure regularly through the budget reports submitted to them. Currently, there is no formal procedure to evaluate the impact of spending decisions on pupils' attainment and progress. Suitable evaluation strategies have yet to be developed so that the headteacher and governing body can ascertain that they are making sufficient progress in addressing areas of weaknesses.

78. Day-to-day financial administration and budgetary controls are good. The school administrator is efficient and provides good support for the day-to-day organisation of the school. There are clearly established daily routines and tasks are effectively carried out. Procedures for ordering stock and major items of equipment and paying suppliers are simple, well established and secure. The school has effective systems to ensure the cost effectiveness of the goods and services that it purchases and seeks several quotations for major items of expenditure before making a choice. The school's voluntary fund is kept separate from the main school budget and has been audited independently. The most recent audit report undertaken in 1998 raised a number of recommendations to which the school has responded appropriately.
79. Teaching staff and support staff are satisfactorily deployed and this has a positive effect on standards and progress. Although the pupil/teacher ratio in the Reception class is very low, teachers are well used to provide additional support to the lower attaining pupils from Year 1.
80. Lessons at the start of the day usually begin promptly and teaching time is generally used well. The school makes very good use of the whole site to enhance teaching and to extend pupils' learning. For example, in geography, pupils develop early mapping and directional skills in the school grounds, and in science, the immediate environment is used very effectively to support classroom work. Efficient use is made of the school's resources to promote pupils' learning except for information technology. Computers were under used.
81. The governing body ensures that all funds delegated for pupils with special educational needs are used correctly and wisely. Specific grants made available for staff training are used effectively for their designated purpose. Funds raised by parents are used appropriately to improve the range of resources and equipment available for pupils. Overall, the school makes effective use of its available resources to promote pupils' learning.
82. Taking all factors into account, including pupils' attainment on entry, the progress made by pupils, the level of funding available and the quality of education provided, the school achieves sound and improving value for money.

90. **PART B: CURRICULUM AREAS AND SUBJECTS**

90. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

83. Children who are under five are taught in a nursery class of ten for mornings only. Four out of these children have just reached their fourth birthday. The attainment of most children when they start school is broadly average. The planning, provision and quality of teaching have ensured that they make steady to good progress and most are in line to reach accepted standards for their age in all areas of learning.

91. **Personal and social development**

84. Much attention is given by both adults to the personal and social development of the pupils and this area of learning is good. Classroom routines are well established. The children line up quietly for outdoor play and take turns to set out the drinks. They are expected to become increasingly self-reliant and develop initiative. At the beginning of each day, they plan with an adult and often, with their parent, decide what activities they aim to do during the first session. They are expected to choose from a range of activities and select equipment and materials. At a weekly session, there is whole-class discussion about the school's 'Golden Rules', which introduces them to the ethos which the school actively promotes.

92. **Language and literacy**

85. By the age of five, the children are well equipped to begin work on the National Curriculum. Their speaking and listening are particularly well developed and good progress is made. This is due to the frequent and structured opportunities provided by both adults for groups and individuals to speak and listen throughout the session and in all the activities provided. The children enjoy browsing through the good range of accessible books and confidently talk through a picture book. They are learning to make letter shapes, writing on paper, and in sand. Some are writing their own name. In their planning books in the writing area, they are encouraged to make marks which enable them to see writing as a pleasurable means of communication. The needs of the pupils who are bilingual are effectively met throughout.

93. **Mathematics**

86. The children have appropriate experience in all aspects of mathematics; classification, number, space and time, and as a result, steady progress is made. The work is made interesting and relevant by practical experiences for example, comparing and classifying different fruits after tasting, arranging place settings in the role-play corner, number rhymes both spoken and sung and opportunities to use a range of construction toys. One high attaining pupil was able to describe his trackway as a rectangle. Both adults use every opportunity to develop mathematical language in targeted activities, for example using words such as 'bottom', 'top', 'up', 'down', 'larger' and 'smaller'.

94. **Knowledge and understanding of the world**

87. Attainment in this area is good and is well developed in all aspects. In religious education, the role-play corner as a stable provides rich, dramatic experience for the children which closely focuses on Jesus' birthday story. The children are beginning to understand how people change as they grow older. They are encouraged to observe, both inside and outside the classroom. In investigations with a range of fruit, they compare and use all their senses. When cooking, they discuss how ingredients change when mixed and cooked. Each day, simple weather observations are made and recorded on a display. A range of construction toys is accessible and used in the first self-selection session. In focussed group work with an adult, children have opportunities to select from a range of materials to cut, join, fold and stick. When

molding clay, they press, prick, roll and comb. The computer is available as an option throughout this session and the children make satisfactory progress in the use of the mouse. They can type their name with help.

95. **Creative development**

88. The children's creative development is at the expected level. Displays in the classroom and elsewhere in the school show that they have opportunities to use a range of techniques; painting, collage and modelling. In a focused group, the children selected colours to paint stars for Christmas. A range of untuned percussion is available at all times for investigation and opportunities are taken wherever possible for impromptu unison singing related to number work. Nursery rhymes are regularly included. Currently, the Christmas theme and 'Pull the Cracker' are favourites.

96. **Physical development**

89. Good provision is made for this aspect both in the development of manipulative skills, through creative activities, sand and water play and in physical development. Attainment is satisfactory. Play in the spacious, safe, outdoor area takes place each morning. This play, as in all the activities, is well planned. A range of equipment is provided, such as hoops, quoits and push and pull toys. Adult support enables the time to be used well to develop the children's confidence and mobility. Additionally, hall time is used for moving to music, and developing the skills of running, hopping, skipping and travelling. The classroom is spacious and with only ten children, some of whom are just four, apparatus for climbing and balancing would provide appropriate physical activities during inclement weather when the outdoor climbing frame cannot be used.

90. The quality of teaching is good. Assessment on entry and records of achievement in all areas of learning are used effectively to plan specifically for individuals. Regular, ongoing assessment is carried out against objectives set. Both adults have a good knowledge of Desirable Learning Outcomes and the planning ensures a balance of appropriate activities during the week. The pace of work is demanding for both teachers and children and not a minute is wasted.

91. Arrangements for induction are good. The children have 'taster' sessions in the summer term and all have settled well into the Nursery routine. They enter happily each morning.

92. Very good links are established with parents. They are encouraged to join their children in the planning session at the start of the day. Regular, informal discussion with the teacher has proved reassuring for parents who were concerned that their children were not making sufficient progress in the recording of writing and number work.

100. **ENGLISH, MATHEMATICS AND SCIENCE**

100. **English**

93. In the previous inspection, most pupils were attaining standards in line with expectations at both key stages. Subsequently, results from assessment tests show that standards have fluctuated and currently, attainment by the end of Key Stage 2 is above national expectations in all aspects of the subject. By the end of Key Stage 1, pupils attain average standards in reading. Their attainment in speaking and listening is satisfactory, but is below the standards expected in writing.

94. Results of the 1999 statutory tests at the end of Key Stage 2 show that the percentage of pupils reaching

Level 4 was below national average and well below at the higher Level 5. When compared with similar schools, results were below the average at both the expected Level 4 and the higher Level 5.

95. Results of statutory tests at the end of Key Stage 1 show that the proportion of pupils achieving the level expected for their age was well below the national average in reading and writing. The number of pupils reaching the higher Level 3 was similar to the average in reading and writing. When compared with similar schools, the results were very low in both reading and writing.
96. Attainment in the current Year 6 in reading, writing, speaking and listening is good, and is improving. Some high attaining pupils are well on the way to achieving Level 5 in writing. A number of factors have brought about this change, for example, optional assessment tests at Year 5 already indicate that these pupils are achieving well. There are few pupils in this cohort with special educational needs. The pupils are being taught for the second year by the same teacher. She has a very good knowledge of individual attainment and hence, plans well. Her subject knowledge is good and her expectations are high. The activities which are provided in the literacy hour, particularly in writing, have challenged the pupils. The scrutiny of work shows that most pupils have made good progress over the last two years in all aspects of writing.
97. The systematic introduction of the literacy hour, with its focus on listening and speaking in the shared text session, has ensured that this aspect by Year 6, is satisfactory but there are variations in progress.
98. From Year R, most pupils listen attentively and respond enthusiastically when reading the text aloud or guessing at words. The small number of pupils enables the teachers to involve most of them in questions to assess their understanding and to challenge the high attaining pupils. Low attaining pupils and pupils with special educational needs participate, but when their interest wanes, the teachers sensibly adjust the length of the session. In Year 2 however, a significant number of pupils cannot sustain interest and progress in listening and speaking is barely satisfactory.
99. Progress in listening and speaking is steady throughout Key Stage 2. However, it is difficult in the mixed age Years 3 and 4 class to target the questions, and although most pupils listen well, the younger, low attaining pupils do not derive full benefit from the session. Occasionally, the pupils are cramped and do not have a clear view of the shared text. Questions are not always targeted accurately for the range of ability and some pupils do not have sufficient opportunities to answer.
100. By Year 6, all the pupils listen attentively and most talk confidently. They are given time to express their ideas, and give opinions, responding well to the challenging questions at the beginning and end of the literacy hour. In assembly, all spoke clearly and confidently in front of an audience which included a large number of parents.
101. Steady progress is made from Reception onwards in reading. The pupils in Year R and Year 1 receive effective, individual teaching of phonics and this, coupled with a wide range of picture books and accurate assessment, ensures steady progress for all pupils, including those with special educational needs. Progress continues, the pupils use a variety of reading schemes with the material well matched to the pupils' reading attainment. These books are taken home on a regular basis to read to parents. The books are plentiful and augmented well for the literacy hour with big books and texts for guided reading. However, these texts are sometimes too difficult for low attaining pupils.
102. Within the daily literacy hour, the pupils are consistently taught phonics, spelling, grammar and punctuation. Particularly effective in all classes are the opportunities given for whole-class reading together where the pupils gain in fluency and confidence.

103. Currently in Year 2, the high attaining pupils are confident in the use of basic strategies. Some can offer a preference for authors and books which they enjoy. Average and low attaining pupils are hesitant and slow but are beginning to use the basic strategies. Pupils with special educational needs receive regular, targeted, effective support from non-teaching assistants which enables them to make steady progress. The recording of reading progress is variable. Some is detailed about specific weaknesses but this is not consistent.
104. Steady progress in reading continues in Years 3, 4 and 5. High attaining and average pupils use all the basic strategies effectively. They read accurately and with suitable expression. Some Year 3 low attaining pupils however, have gaps in their phonic knowledge and more precise assessment of their progress is needed. A wide range of suitable literature enables these pupils to make steady progress.
105. Most Year 6 pupils are enthusiastic readers, having responded to the teacher's own pleasure and enjoyment in literature. All can discuss characters and re-tell stories. They can outline preferences for both books and authors. All the pupils who were heard to read enjoy the humour in stories. The high attaining pupils use sections of the text when explaining characters. They understand that their own viewpoint about a story is important and can explain this confidently. In geography and history, they are accustomed to locating and making use of information using index and contents.
106. Low attaining and special educational needs pupils make good progress, receiving as they do, good support and encouragement in both shared text sentence level work and guided reading sessions.
107. Although attainment in writing by Year 6 is good, there are variations in progress throughout both key stages and opportunities for writing for a range of audiences are limited.
108. In Year R, the teaching in this small class accurately targets individual pupils and this, coupled with high expectations, enables good progress to be made. In both word and sentence level work, the pupils are progressively introduced to the alphabet and learn to write letters, their name and simple sentences. Progress is steady in Year 1 for all pupils, including those with special educational needs who join the small Year 1 class for the literacy hour and receive good support from a non-teaching assistant.
109. Lively, exciting teaching of phonics and accurate recording of progress in writing, including spelling, are effective. High attaining pupils write with increasing understanding of capital letters and full stops. Key words are spelt correctly and letters in handwriting are becoming accurate in form and size.
110. Currently in Year 2, progress is uneven. It is satisfactory for high attaining pupils in punctuation and spelling of key words but progress is barely satisfactory in handwriting and presentation. For average and low attaining pupils, including those with special educational needs, progress is unsatisfactory. Although the teaching during the week of the inspection was good, the number of changes of teachers for the year group has adversely affected both attainment and progress for this group of pupils.
111. In Key Stage 2, progress in writing is steady but uneven. In the mixed age Years 3 and 4 class, the Year 4 pupils make better progress than Year 3 as the teaching is targeted more precisely towards the older pupils in the shared text, word and sentence level sessions. Pupils with special educational needs make steady progress because of good non-teaching assistant support and the introduction of new material has enabled progress to be made in spelling. In the recorded work, some tasks set do not match the range of age and ability. Expectations in terms of presentation and handwriting are too low.
112. Progress improves for the older pupils and by Year 6, all of them are writing in a range of forms which includes accounts, poetry, plays and biographies. Both high attaining and average pupils use adventurous vocabulary and complex sentences to extend the meaning. Spelling is accurate and a range of

punctuation is used including speech marks, exclamation marks, commas and paragraphs. The pupils write fluently in joined handwriting. Low attaining pupils and pupils with special educational needs can write simple sentences which are well presented and accurately punctuated. Literacy skills are well-developed in history and geography, religious education and science.

113. The quality of teaching during the inspection week was never less than good and at times, it was excellent. The scrutiny of work however, clearly showed weaknesses in the teaching over the long-term in a minority of classes. There were weaknesses in the match of task to the pupils' attainment, in expectations and in the quality of marking.
114. Most teachers plan the English work well, particularly in the literacy hour, and the work is well matched to the range of ability in the classes. The planning in Year R successfully builds on the good start provided in the Nursery class. In Key Stage 1, the planning shows that the work is well matched to the range of age and ability, including those pupils with special educational needs. Day-to-day assessment and practice are adjusted according to the progress made in the previous lesson. Good emphasis is placed on speaking and listening in the shared text and word level work. The teachers try to make the work interesting and exciting and flexibly draw it to a close when the pupils' interest wanes. All the teachers try to target and support individuals, but in Year 2, the pupils with special educational needs do not receive the support they need in order to make progress.
115. At Key Stage 2 in the introductory session, untargeted questions mean that all pupils do not derive the full benefit.
116. During the week, other aspects of the literacy hour were well taught. The teachers are knowledgeable, the lessons have pace, special educational needs pupils are provided with work which matches their attainment both within and out of the classroom and guided reading sessions are well managed and are helping the pupils to make progress in reading. Assessment records of pupils' progress in reading, spelling and writing are systematically kept. In writing, however, they are not checked against National Curriculum levels and not all teachers are certain about progression in writing.
117. Homework is being increasingly and effectively used to extend the pupils' knowledge and skills. Most pupils, including those with special educational needs, enjoy English. They are expected to work hard and most do so. In Key Stage 1, most pupils listen well in the oral sessions, although in Year 2, some pupils find it difficult to sustain concentration throughout the literacy hour. At Key Stage 2, in spite of a lively and stimulating questioning, some younger pupils become restless. In the independent session, high teacher expectations ensure that behaviour is very good and that pupils concentrate on the set tasks.
118. Since her appointment in September, the teacher who has assumed responsibility for the co-ordination of English, has ensured that the delivery of the National Literacy Strategy is good throughout both key stages. Her priorities are sensible and reflect current needs: the use of information technology in the library; the reorganisation of fiction books in the library in order that more effective use is made of this provision; the reorganisation of the reading scheme; progression in writing, including handwriting and the introduction of leveling of collected samples.
119. Accommodation and resources for the teaching of English are good and used well. The classrooms, particularly at Key Stage 1, provide a language-rich environment with role-play areas that encourage talk. Designated areas for reading and listening are spacious and inviting. Writing is valued and reflected in the display in every classroom and movement area. The older pupils display their own compilations of poetry and prose. Books are plentiful and accessible, and their range and quality, plus the use of drama where possible in both key stages, contribute effectively to the pupils' cultural development.



120. Individual targets have been set for pupils and these reflect the school's commitment to improvement in progress and attainment for all pupils.

## Mathematics

128.

121. At the end of Key Stage 2, attainment in mathematics is above national expectations but below the standards expected at the end of Key Stage 1. Progress is sound through both key stages but good in Reception, Year 1 and Year 6. The results of the 1999 National Curriculum tests for Key Stage 2 show that the percentage of pupils reaching the expected Level 4 was average, while the number attaining Level 5 was below the national average.

122. In the 1999 teacher assessments at the end of Key Stage 1, the percentage of pupils attaining Level 2 was below the national average with no pupil being assessed as working at the higher level. When compared with similar schools, the results were low at both levels.

123. Inspection judgements differ from the results of the 1999 National Curriculum tests because the group of pupils at the end of each key stage being tested was different from those being inspected; the inspection takes account of a wider range of knowledge, skills and understanding than do national tests. The size of the cohort makes comparison with both the national averages and similar schools unreliable as with a small school, the low number of pupils in each year group means that an individual represents a high percentage.

124. By the end of Key Stage 1, pupils' attainment is below the national average. However, a small number of pupils with prior higher attainment are working comfortably within the required levels of attainment. Overall attainment for the majority of pupils is in line with national expectations in number work due to the current emphasis on numeracy. The current below average standards are partly due to the fact that Year 2 have had seven different class teachers since they began in the Reception class and some have had four different class teachers in a mixed Reception and Year 1 class. Although the present Year 2 pupils are in a relatively small class, there is a high percentage with special educational needs.

125. At Key Stage 1, pupils develop a sound grasp and recall of number facts to ten, and are familiar with numbers to 100 and beyond. They apply this knowledge well when solving real life problems involving money, for example, selecting coins to make specific amounts and calculating change, and in solving problems to make their own sums in number sentences. At the end of the key stage, pupils use known number facts to add and subtract to 20, and make patterns with odd and even numbers. They accurately sequence the days of the week and double and halve figures correctly. They begin to understand place value, and add and subtract two-digit numbers correctly. They research, for instance, their eye colour and their favourite subject and successfully record data in block graphs. They explore the properties of two- and three-dimensional shapes, and use this knowledge to describe the cube, cylinder, sphere and cuboid. They add and subtract in fives and tens using a variety of methods, for example, using their fingers, counting on or performing the operation mentally. However, a significant number of pupils with average and prior higher attainment are insufficiently challenged. Their knowledge, understanding and skills in information technology are not well applied in order to support their learning.

126. At Key Stage 2, younger pupils are competent in calculating mentally the sum of two digit numbers, rounding up and recognising odd and even numbers. They devise their own methods of multiplying and dividing by 100, using different strategies. They know the appropriate units of measure for weight, for example grammes. They understand lines of symmetry and use simple co-ordinates appropriately. Pupils suggest different calculations to arrive at a given number and discuss the methods which they use in calculating to extend both their understanding of number and their mathematical vocabulary. They 'round' numbers to the nearest 10 and 100 and know that finding the difference involves subtraction but that counting on would also give the correct answer. They understand the significance of place value after the decimal point and are beginning to understand the relationship between fractions and decimals. Pupils have a good knowledge of the principles of probability and distinguish between terms such as 'certain', 'likely' and 'impossible' with accuracy. They develop an understanding of how to calculate the

mathematical likelihood of events through practical investigations when tossing a coin and rolling dice. By the end of the key stage, pupils have a good knowledge of all areas of the subject and standards in numeracy are particularly good due to the implementation of the National Numeracy Strategy. Pupils have accurate mental recall of number bonds and multiplication tables and use them confidently during the warm-up sessions in the numeracy lessons. They have a good understanding of fractions and convert these to decimals and percentages. They understand key mathematical vocabulary such as the names of different angles and estimate, measure and draw angles with reasonable accuracy. They know the names and properties of different triangles and calculate the area and perimeter of regular shapes. Most pupils have a very good understanding of standard methods of addition, subtraction, multiplication and division.

Their ability to solve problems mentally is very well developed and is supported by a good knowledge of number facts and use of a range of calculations. They apply a range of methods to find percentages of whole number quantities, and demonstrate an ability to reduce fractions. Pupils' knowledge and use of mathematical vocabulary is very good. Scrutiny of their past work shows that they carry out mathematical investigations systematically. They reflect upon their findings to give clear, logical explanations of their reasoning as, for example, when working out formulae for the perimeter of a rectangle. Pupils with higher prior attainment accurately calculate the area of a compound shape and draw shapes of half and twice the size. They construct simple line graphs to show the temperature in Buxton during a winter's day and use the data to calculate the mean and the median.

127. In both key stages, there are planned opportunities for pupils to apply their mathematical learning to other curriculum subjects, for example working with co-ordinates and graphs in geography, recording information on charts and graphs in science and measuring length and angles in design and technology. However, the use of information and communications technology to present data is underdeveloped.
128. The allocation of curriculum time for mathematics is above average and contributes to pupils' progress in numeracy. Pupils make sound progress at Key Stage 1, but this is limited by overlong introductions, the slow pace of lessons and a lack of challenge for pupils of prior higher attainment in Year 2. Younger pupils build successfully on the firm foundations laid in Reception, gaining confidence in their numeracy skills to work with increasingly larger numbers. They begin to develop their understanding of multiplication as repeated addition through recognition of sets of numbers. At Key Stage 2, pupils' progress varies from sound in Years 3,4 and 5, to good in Year 6 where good teaching and high expectations mean that work is suitably adapted to pupils' needs. Progress of pupils with prior lower attainment in the lower years of Key Stage 2 is slower because the work is often too difficult, for example, all pupils in the mixed-age class of Year 3 and 4 do the same work, despite attaining standards below the national average at the end of Key Stage 1. Year 5 has a broad range of ability. For example, the lesson in which pupils were required to use a range of strategies to solve problems was too difficult for the lower attainers. Pupils with special educational needs make good progress in most lessons in Year 6 as a result of tasks being planned to match their ability that are challenging yet manageable, and because teachers provide good support.
129. Where the quality of teaching is good in Key Stage 2, pupils make good progress. Over time, progress is sound at Key Stage 1 and good at Key Stage 2 due to the good teaching and the effective planning based on the National Numeracy Strategy. Pupils across the school make good progress in improving their abilities to recall number facts and use arithmetic skills to solve problems. Good progress in mental mathematics results from a good emphasis by teachers upon consolidation and reinforcement through regular practice. Pupils in Year 5 develop a range of mental calculation strategies and make good use of their knowledge of number when estimating multiples of two-digit numbers. Year 6 pupils use their understanding of doubling and halving when investigating how the eight times table is constructed. All pupils are improving their knowledge and understanding of shapes and their measuring skills.
130. Pupils' attitudes to mathematics are good and make a positive contribution to their learning. Most pupils are enthusiastic and motivated and sustain their concentration well. They work well independently

and are co-operative when working together. Most pupils enjoy their work and are confident in explaining strategies to solve problems. Relations in class are good. Pupils listen carefully to their teachers and respond positively and enthusiastically to questions. They are keen to suggest ideas and generally follow class routines well. They discuss their work maturely with one another and with adults.

Most give careful thought to their work, although a small number of pupils at the end of Key Stage 1 find it difficult to sit still and concentrate during whole-class sessions. In many lessons, however, the atmosphere is that of active involvement. Year 6 have a wonderful work ethos. They respond positively to challenge and diligently apply themselves to tasks. Pupils are confident in talking about their work and sharing their ideas. They are supportive of each other and willingly acknowledge contributions and efforts of others.

131. Teaching is good in Reception, Year 1 and in Year 6. It is sound in all other classes. Where teaching is good, teachers' subject knowledge is secure and lesson objectives are well defined and shared with the pupils. This helps to set clear targets for teachers and pupils alike to which pupils respond well, as in lessons in Year 6. Activities are clearly explained to pupils and lessons are well prepared and organised.

Lessons follow the three-part model outlined in the National Numeracy Strategy which includes a mental mathematics session, group activities and a plenary. In all lessons there is an appropriate balance of class and group work, and practical and written tasks. Both the mental arithmetic sessions and the plenary are used very effectively to assess pupils' progress. Good use is made of mathematical language and pupils are encouraged to explain how they arrive at an answer. Where lessons are less successful, planning is not precise enough in terms of what pupils of differing abilities and ages will learn by the end of the session. Day-to-day assessment is generally good and most work is set at an appropriate, yet challenging, level to meet the need of pupils with differing ability. In Year 1, teachers ask probing questions to make pupils think and pitch these at levels appropriate to pupils' knowledge. In Year 6, introductory sessions are used well in most lessons to demonstrate and explain examples. All teachers plan a daily mental mathematics session but at times, the pace is slow and it becomes more of a direct teaching activity rather than a speedy question and answer session to practise and sharpen skills. Marking of work is regular but does not always indicate how pupils can improve their work. Homework is used well to consolidate and extend pupils' learning.

132. The co-ordination of the subject is effective, led by an enthusiastic and knowledgeable co-ordinator, who has a clear sense of direction. There is an effective policy and scheme of work to support and guide teachers with their planning. The balanced coverage of National Curriculum requirements is good.

There is a good development plan for the subject which includes the introduction and support of the daily mathematics lesson. The co-ordinator regularly reviews all planning and has monitored lessons on several occasions. The analysis of pupils' results in national tests has informed curricular development. Throughout the school, there are regular, formal assessments of pupils' attainment and progress. These are used effectively to set realistic targets, establish sets and identify pupils who need additional support.

There are, however, no assessments or records that detail an individual pupil's attainment in the different aspects of the subject. The newly appointed numeracy governor is well informed and involved in the monitoring and developing of the subject, reporting to governors so that they are kept up-to-date on developments.

## Science

133. At the end of Key Stage 2, pupils' attainment is above national expectations but is below at the end of Key Stage 1. Progress is sound through both key stages but is good in Reception, Year 1 and Year 6. The results of the 1999 statutory tests showed that by the end of Key Stage 2, the percentage of pupils attaining the expected national Level 4 was average, whereas the number of pupils reaching the higher Level 5 was below the national average. When compared with similar schools, the results are average at both levels.

134. Results of the 1999 Key Stage 1 teacher assessments showed that the percentage of pupils attaining the

expected national Level 2 was below the national average while no pupil attained Level 3. When compared to schools with pupils from a similar background, the results were below average at both levels.

This is due to the discontinuities in staffing which this particular class has suffered and the high percentage of pupils with special educational needs.

135. At the end of Key Stage 1, pupils make secure predictions regarding the movement of a car and know that removing a bridge and lowering a ramp reduces the speed and slows the car down. They plan safe experiments to investigate colour and record the materials they have been exploring pictorially, using appropriate words to describe the paper they have been using. They use mathematical knowledge to record findings on a graph. They use their senses to identify objects using smell, hearing and taste, for example margarine, orange, vanilla and honey. They correctly identify the parts of the body and know that water, food, exercise and sleep are necessary for healthy living. They study and compare the similarities and differences in life-style, for example, of a butterfly and a human being. Pupils investigate how far vehicles will travel when pulled or pushed in a difficult experiment involving pushing hard, slightly harder or lightly. Although pupils' knowledge and understanding of the few topics they study is generally satisfactory, overall attainment is below national expectations because work is not always appropriate. It is insufficiently adapted for the needs of individuals, especially the pupils with prior lower attainment. In addition, the standards of handwriting and presentation are unsatisfactory and pupils' attainment is inhibited by their difficulties in spelling quite simple words.
136. At Key Stage 2, pupils have a good record of past work and know how to build upon knowledge and experience in planning an experiment. With support and guidance, they correctly and confidently use stop-watches and thermometers when measuring temperatures. Most carry out their experiments in an organised way, recording their results every two minutes. Most pupils understand the importance of predicting the expected results of their experiments and pupils of higher prior attainment predict beyond the usual 100 degrees. Pupils with special educational needs and those with prior lower attainment accurately write about the vertical and horizontal axes on graphs. Towards the end of the key stage, pupils investigate evaporation by burning a candle under a container and record their results accurately on a graph. They understand why the test must be fair and that, if certain parts of the experiment were to change, then their results would be different. They develop this further when they monitor the rate of evaporation if the container is put in three different places, for example the book shelf, the cupboard or the fridge. These results are accurately plotted on graph paper and entered into a computer program. Although their work is quite detailed and their knowledge of topics is deep, it covers a narrow range and lacks breadth and variety to ensure complete coverage of the National Curriculum programme of work.
137. Progress of all pupils, including those with special educational needs, is uneven but mainly sound. However, it is good in Reception and in Years 1 and 6. The youngest pupils steadily develop their investigative skills and increase their scientific vocabulary and by the age of eleven, pupils are encouraged to use correct scientific terminology and they acquire a solid knowledge and understanding of all the attainment targets. For example, they offer explanations as to why a particular substance dissolves or evaporates and build up a good understanding of the human body. Progress is slower in Years 2, 3, 4 and 5. This is because work is not always well-matched and lower attaining pupils in particular find some work too difficult for them.
138. At Key Stage 2, progress improves to satisfactory and in one of the lessons seen was, in fact, good for the average and above average attainers. They understand the boiling point of water and carefully observe the changes from liquid to gas, thus enabling them to evaluate their prediction graphs and draw sensible conclusions from the actual results recorded. However, as the range of work is quite limited, pupils' progress is limited and quite slow.
139. Pupils enjoy their scientific work. Lessons generally have a lively pace and pupils are well-motivated to tackle their practical investigative tasks. They work well in groups to plan their investigations and take turns well. Relationships between them and between them and their teachers are good and they listen

very carefully to teachers and to each other. Given the opportunity, they eagerly take responsibility for organising and carrying out their tasks. Behaviour is good.

140. The overall quality of teaching is satisfactory but it is good in Reception and Year 1 and at the end of Key Stage 2. Where teaching is good, lessons are well-prepared and build appropriately upon pupils' previous work. Learning intentions are clearly explained and teachers have secure subject knowledge. Where teaching is satisfactory, teachers are not sufficiently aware of the requirements of the National Curriculum and the need to cover all strands. Consequently, too much time is spent on one unit of work when several could be covered. There is a wide range of ability in some classes and teachers do not sufficiently match the tasks set to the needs of differing individuals to enable them to make the maximum progress. Teachers' marking of pupils' work is inconsistent in the assistance it gives to pupils to understand their errors and how to improve.

141. The current scheme of work follows national guidance. However, planning lacks the necessary references to the requirements of the National Curriculum levels. The use of information technology is underdeveloped as an aid to supporting the curriculum. Although the time allocated to the teaching of science is appropriate within the whole curriculum, within the subject itself it is not used sufficiently well to impact positively on pupils' standards of attainment and progress. Procedures for assessment are currently being improved with the development of a portfolio of pupils' work to serve as benchmarks for teachers. The co-ordinator has a very good understanding of the role which is well developed in terms of monitoring and evaluating provision and teaching. Resources are adequate for the delivery of the curriculum. Accommodation is sufficiently spacious to allow for practical activities.

149. **OTHER SUBJECTS**

149. **Information Technology**

142. The previous inspection reported that standards of attainment in information technology were average in relation to National Curriculum expectations and sound and sometimes good when compared to pupils' capabilities. This has not been maintained, and current standards are below expectations at the end of both key stages due mainly to pupils having insufficient access to all aspects of the required Programmes of Study. Overall, pupils' experience is inconsistent and they do not systematically use, consolidate or develop their information technology skills.

143. By the end of Key Stage 1, some pupils are familiar with the computer keyboard functions. They skillfully use a mouse for pointing, selecting and moving items across the screen. Some word process simple sentences, delete and insert letters, and use upper and lower case type with accuracy. A few are familiar with saving and printing their work from their own experiences at home. There are some instances when the computer is used well to support work in other areas of the curriculum. For example, pupils use an art package competently to design a bookmark in design and technology and lower attaining pupils make good use of a language program during the literacy hour. Despite this, by the end of the key stage, pupils have very limited understanding about aspects of control technology and do not use the computer to store or present data nor are they aware of the use of computers to draw graphs. Overall, the majority of pupils do not have the necessary information technology skills expected of seven-year-olds.

144. By the end of Key Stage 2, most pupils change font sizes and styles and confidently import a picture from a clip-art program to add to their poem to very good effect. They confidently use CD-ROMs to extract information linked to their topic on Ancient Egypt. Older pupils accurately delete, insert letters, highlight text and some change the colour of fonts for best effect. Their subject vocabulary is developing satisfactorily. For example, pupils show an understanding of how to edit, and save their work on the computer.

145. Although older pupils in Key Stage 2 word process the final copies of their work, there are insufficient opportunities for pupils to draft and edit work directly onto the computer. Few pupils interrogate a database for specific information or use simulations to help them investigate relationships. They do not use computers to monitor temperature, to control electric lights or motors nor choose the methods of displaying information according to purpose. Overall, pupils acquire appropriate information technology skills to support the program they are using but do not have sufficient broader skills. Examination of pupils' work showed that computers have yet to make a significant impact on pupils' learning. Currently, pupils do not receive their full curricular entitlement in either key stage, and by the time they leave school, the range of understanding and skills and the level of confidence that the majority of pupils have are below expectations for their age.
146. Pupils' progress over time is unsatisfactory and is limited by the irregularity of access, the narrow range of tasks set by teachers and the inappropriate match of work to the significant number of pupils who have home computers. However, most pupils make satisfactory short-term progress within the given task. Younger pupils make sound progress in the use of the keyboard and mouse. Older pupils make gains in their information technology vocabulary, opening and closing files and adding graphics to text. Pupils with special educational needs make inadequate progress because they do not have enough opportunity to use programs that would support their learning.
147. Pupils' attitudes and behaviour in the examples of information technology seen in use were always good. A great deal of interest and enjoyment was shown by the pupils working on the task to add a Christmas picture to text. During a whole-class session, pupils listened very carefully and answered questions sensibly. They enjoy using the computer. When provided with opportunities to work on the computer, pupils display sustained powers of concentration, an eagerness to learn and a respect for the equipment. Pupils work productively and are articulate and confident in explaining their work. They behave well when unsupervised and handle equipment with care. Pupils with special educational needs are fully involved. They have a confident approach to learning and this contributes to attainment and progress.
148. The overall quality of teaching is unsatisfactory and in many lessons, computers were not used during the inspection. However, the quality of teaching in the lessons observed was sound with some good practice. All teachers have a sound knowledge of the subject and growing confidence. In the best practice, explanations and demonstrations of steps to be followed in attempting the task are clear and pupils know what they have to do. Good displays are prominent around the classroom giving instruction and advice. Pace is brisk which keeps pupils on task and praise is well used to motivate and encourage participation in the lesson. There is focus on the use of correct subject vocabulary and questions are posed to check pupils' understanding. However, planning is generally unsatisfactory. Lessons do not always take account of what some pupils know, understand and can do. This results in tasks which do not fully challenge pupils' capability nor increase their rate of progress. Although there are clear objectives for the teaching of specific skills, there is no planning of opportunities when information technology will be used to support other subjects. As a consequence, pupils do not acquire adequate information technology skills. Pupils' experiences on the computer are recorded by some teachers and this provides a check of what has been done. However, assessment and recording of the pupils' progress and attainment in learning specific skills are inconsistent and informal. This makes it difficult to ensure that teaching and learning are focussed on specific learning objectives to promote greater progress.
149. The present co-ordinator is new to the school. He is experienced and knowledgeable and offers advice and support to colleagues in planning and teaching. However, there is no monitoring of the subject at present. There is a clear sense of direction for the development of the subject which is identified as a priority for the current academic year. However, the curriculum as it stands does not meet statutory requirements and pupils are not offered an appropriate range of opportunities across the various aspects of information technology. Although the school now has adequate computer hardware to teach all pupils to the requirements of the National Curriculum, the range of software is still limited for supporting learning in mathematics in Key Stage 1. This has been recognised by the school. The school is currently

using the optional national scheme of work as a basis for lesson plans.



157. Religious education
150. The pupils' attainment in religious education by Year 6 is above those expected in the agreed syllabus. All the pupils have a good knowledge of their own faith as well as other religions. A particular strength is the ability of the pupils to make comparisons between Christianity and other faiths.
151. Religious education has a secure place in the curriculum and the medium-term planning shows that from the Nursery, the local education authority's primary scheme of work is consistently used to introduce the pupils progressively to the range of content to be covered. For example, in the Nursery, the role-play corner is a stable. From a scrutiny of the recorded work and through discussion with pupils, it is evident that progress overall is good although during the week, progress in lessons was satisfactory.
152. During the week in most classes, the focus was on the Christmas story. There was evident progression in the way the teachers dealt with the subject for each age group from Year R to Year 6. The approach became increasingly complex and demanding as the teachers built upon what the pupils had already learned during the previous Christmases.
153. In Year R, the pupils learn about Jesus' birthday story and see Christmas as a birthday celebration. They also learn about the Hindu festival of Divali. This understanding is developed to some extent in Year 1. However, progress is only satisfactory as too much detail is included in the nativity story and the pupils become confused. In Year 2, a very sensitive and appropriate retelling of the story, using pictures to illustrate the sequence, is effective. The high attaining pupils are beginning to understand the importance of giving as well as receiving and that the giving of friendship is as important as that of the gifts of gold, frankincense and myrrh. All the pupils, including those with special educational needs, have a good knowledge of the main events of the nativity. A significant contribution is made to the pupils' moral and spiritual development.
154. At Key Stage 2, the good teaching of difficult concepts and a calm, reflective atmosphere, ensure that the pupils have a good understanding of the Christian and Islamic faiths. They were offered opportunities to reflect on the significance of Christmas to them. All the pupils made good progress in talking about their thoughts and ideas, but the recording was limited.
155. Year 6 pupils are confident in their knowledge of the nativity and have a good understanding of the precepts of Christianity and other religions such as Hinduism, Judaism and Buddhism. Limited progress was made for pupils, including those with special educational needs, in their understanding of symbols and symbolism. This was in spite of the teacher's ability to include all pupils to respond confidently with their thoughts and ideas.
156. The quality of teaching is mostly good, and reflects the teachers' good subject knowledge, their use of the local education authority's primary scheme of work and their understanding of the development of children's religious concepts. In most lessons, the teachers provided moments for reflection, and the pupils were made very aware of the wonder and significance of the Christmas story.
157. The younger pupils' response was occasionally marred by restlessness, and at Key Stage 2, the quality of the oral session was not reflected in the subsequent recording task in both amount and presentation.
158. Daily, whole-school assemblies contribute significantly to the religious life of the school. The pupils enter quietly to music, sometimes provided by recorder groups. The presentation by the teaching staff and regular visitors interests and involves the full age range and is successful in establishing religious concepts. One class assembly in Key Stage 2 was outstanding in the opportunities it provided for the

pupils to present work in the literacy hour in dramatic form. The preparation had been intellectually challenging, both in content and presentation.

159. Religious education is well co-ordinated by the headteacher. The syllabus sets out a clear structure and this is developed well by teachers in their half-termly planning. The good range of multi-cultural resources, including artefacts, books and pictures, is used well throughout the school to provide a positive image of religious and cultural diversity.
167. **Art**
160. Pupils, including those with special educational needs, make good progress in both key stages, and the majority attain standards above the level expected by the ages of seven and eleven.
161. Pupils at Key Stage 1 experience a variety of artistic experiences in several media. They use colour cards to experiment with mixing primary colours and carefully choose contrasting secondary colours to make a collage. They study the work of famous artists, for instance Monet and Matisse and make very detailed imitations of their style. Their knowledge of Monet is very good and they talk knowledgeably and enthusiastically about his work and style, pointing out his use of paint and pastels. They make accurate drawings of their observations of natural objects. At Key Stage 2, pupils use paint and clay to make portraits of their own faces or that of a friend. Some of their art work is linked to their history topic, for example silver foil pictures of Henry VIII. They learn how to make colour combinations appropriately when making a Tudor Rose from scraps of fabric, paying close attention to the positioning of the material in order to create the desired effect. They critically examine Tudor portraits, discussing them thoughtfully before making their own versions. They use colour and tone purposefully, for example, the pointillist technique using brushes of different sizes. They work with a potter, successfully creating historical designs. Most pupils understand how Van Gogh used contrasting and complementary colours and experiment with different thicknesses and pressures in making marks on paper. They make careful designs, based on their observation of Monet, and create their own work in his style. At the end of the key stage, pupils use their knowledge of Kipling's 'Just So' stories to construct African art using newspaper. Across the entire age range of the school, pupils are encouraged to experiment and to explore their own thoughts and feelings in the visual arts.
162. In the lessons seen, pupils were very attentive to the introductions to the lessons and worked carefully and thoughtfully, being very willing to experiment when designing their pictures and other work. They enjoy their work and share resources sensibly. They show pride when talking about their past work and apply themselves well, sustaining concentration for whole lessons.
163. The scrutiny of past work indicates that the quality of teaching overall is good, although this was not always evident in the lessons seen. The art work produced by pupils at the end of both key stages is of very high quality and this is due to the careful structure of the lessons planned. In the lessons observed, teachers built carefully on previous work, discussing the work of other artists, for instance portrait painters, before encouraging pupils to try their own versions. Teachers have very high expectations of work and behaviour and organise resources very well. There is a good pace to lessons which maintains the pupils' purposeful tasks. In one lesson seen, however, the teacher gave insufficient opportunities for pupils to discuss the work of other artists and made little mention of the names of the artists being studied. The learning focus on shape and colour is not sufficiently developed visually for pupils with prior lower attainment, although good support is provided for individual pupils. Occasionally, work and vocabulary are not adequately adapted to meet the needs of younger, lower attaining pupils in mixed age classes.
164. The curriculum is based on the Hertfordshire Education Arts Services scheme of work which provides clear and useful guidance for non-specialists. The curriculum is enhanced by the use of artists in residence and pupils have the opportunity of working on their artistic skills in art clubs at lunch-time and

after school. The co-ordinator has a satisfactory understanding of the role which is, however, underdeveloped in terms of monitoring and evaluating provision and teaching. Resources are adequate, and the school does well to produce such good results. Since the previous inspection, standards have improved considerably.

### **Design and technology**

165. Only one lesson was seen during the inspection. Judgements are therefore based on examination of teachers' planning, pupils' past work and work on display, and on discussions with staff and pupils.
166. Pupils at the ends of both key stages produce work which is above average for their age. At Key Stage 1, pupils make their own musical instruments after careful study of how sounds are produced. They design and make bookmarks using various textiles and use a graphics program on the computer to help with their designs. They use a variety of joining techniques and talk about the advantages and disadvantages of the differing methods. At Key Stage 2, pupils successfully design and make photograph frames, having first investigated the structure carefully and evaluated the best features. They discuss how stable they are and how well they are suited to their purpose. They investigate and make a variety of alarm systems and test them to make sure they would wake someone up! They amend their plans to ensure a high quality product and evaluate them when finished. They make Greek vases, working with a sculptor, and three-dimensional African masks. They make careful drawings of slippers before deciding on a design to carry out themselves. Good curricular links are made with history when they examine an Egyptian sarcophagus for the details of its design. At the end of the key stage, pupils investigate the shape of a pillar to find out if it affects its strength and learn how card can be shaped to increase the weight it can take. All pupils throughout the school make good progress.
167. The curriculum is soundly based on national guidance but the time allotted to particular topics is too long. The scheme of work is planned to cover a broad range of skills but, when all pupils in mixed age classes carry out the same tasks at the same level, it does not always take account of what has gone before and what is to follow. Good curricular links are made with science, for example, using the knowledge of circuits and switches to design an alarm, or to design a playground ride. The curriculum is enhanced by offering pupils the opportunities to work with a sculptor in Key Stage 1, using hammers and chisels to produce fascinating stone earrings and other three-dimensional work. Work is also enhanced through the use of computers for graphic modelling of pupils' designs before construction.
168. The subject is co-ordinated by the headteacher who has done well to maintain the high standards despite the demands imposed by the National Literacy and Numeracy Strategies. Resources are adequate with a continuous programme of replenishment and repair.
176. **History and geography**
169. The previous inspection reported that standards in history and geography were sound in relation to national expectations. During the inspection, one geography lesson was observed at Key Stage 1 and one history lesson at Key Stage 2. Pupils' work was examined, as was long- and medium-term planning.
170. Overall, in both subjects, steady progress has been made in most aspects. Attainment is good for the higher attaining pupils in Year 6 and is satisfactory for average and low attaining pupils, including pupils with special educational needs. In Year R and Year 1, under topic headings such as 'Ourselves', 'Houses' and 'Toys', both subjects are planned with subject specific skills and understanding using QCA guidelines. In both classes, the current focus is history and good use is made of the pupils' own experiences. A wide range of photographs and pictures in well-presented displays has enhanced the teaching of chronology in the study of homes through the ages. Using personal history and a range of source materials, the pupils learn in an interesting way

about life in the past.

171. In Years 3 and 4, the detailed planning and teaching have ensured that the pupils have a good knowledge of what a family tree is and the relationship between Henry VIII and his wives. High attaining pupils understand that there were dynastic reasons for his marriages. Pupils are encouraged to use their literacy skills when recording their understanding but research skills are at an early stage of development.
172. Discussion with pupils in Year 5 shows that they thoroughly enjoy the current unit 'Ancient Egypt' and have a good knowledge of the work covered.
173. The recorded work in Year 6 in both history and geography is of a high standard, particularly for high and average attaining pupils, both in content and presentation. Here also, literacy is effectively used in the range of writing. Accounts, descriptions and imaginative writing are positively included in the programme. Information books have been used well to develop research skills in both subjects.
174. QCA guidance has been used well in Year 2 in geography in the unit 'Going to the Seaside'. Effective links with literacy have been made. Pupils are introduced to writing in different forms, such as a postcard, and good opportunities are provided for speaking and listening.
175. The quality of teaching at Key Stage 1 was satisfactory. The planning built upon the guidance, resources were well prepared and individual help was targeted effectively in the recording task for those pupils who needed it, including those with special educational needs. The introduction however, was too long and the pupils became restless.
176. In Key Stage 2, the quality of teaching was good. The lesson was well organised and very interesting. The demanding pace ensured that the pupils gained in knowledge. This knowledge was also enhanced by the effective use of homework. The research tasks were appropriately planned to improve information skills as the pupils prepared an information pamphlet about Henry VIII and his wives. However, poor literacy skills prevented some pupils from deriving full benefit.
177. Continuity is well developed in terms of content covered and progression in understanding. In historical skills and knowledge, it is evident in the recorded work but less so in the progressive development of geographical skills and understanding. The teachers' curricular planning file already shows that the QCA guidelines are being used effectively to plan the work in both subjects. Classroom display and pupils' work show that both subjects have a secure place in the curriculum.
178. The recently appointed co-ordinator for history with the support of a newly qualified teacher, checks the planning and is beginning to assess continuity in terms of skills. An audit of resources is being undertaken and gaps, such as a range of artefacts for history, are being filled. The current priorities are appropriate: the continued development of literacy; the increased use of information technology and drama.
179. The headteacher co-ordinates geography. He has ensured that the QCA guidance is implemented and that there are sufficient resources

to support the work. Information technology and numeracy are not sufficiently used to support the geography curriculum. The breadth and depth, particularly in history, contribute well to pupils' cultural development.

187. **Music**

180. In the previous inspection, the pupils' attainment in music was in line with national expectation and this continues to be so. Satisfactory progress was made in the lesson observed in Year 2. The pupils sing tunefully, accompanied by taped music and all listen very well. The high attaining pupils sustain a steady beat on a tambourine and drum. In assemblies, the pupils sing tunefully. In the hymn practice, led by two teachers, both specialists, the Years 5 and 6 pupils used accurate phrasing and sang difficult hymns very well.

181. The quality of teaching in Year 2 was good. Resources, including the taped music, were well prepared, which encouraged attentive listening. There was a good balance of activities which ensured enjoyment for the pupils and opportunities for them to participate. A handful of pupils with special educational needs were less attentive and did not respond well to the good teaching.

182. The knowledgeable co-ordinator who assumed the role on appointment in September, has re-written the policy to match more precisely the scheme. His current priorities, to evaluate classroom music, particularly composition, to improve and to update the resources, are appropriate. A range of musical opportunities is provided which enhances the musical experience of some pupils. There is peripatetic clarinet and recorder tuition and the choir participates in local music festivals. Overall, music makes a good contribution to the pupils' cultural development.

190. **Physical education**

183. It is not possible to compare standards with those found in the last inspection as only one lesson in Year 3/4 was observed. However, from the planning and discussion with the co-ordinator, it is apparent that a full range of aspects is covered throughout the year: games; athletics, gymnastics, dance and swimming. The school is also well represented in inter-school competitions in football, netball and mixed rugby, with considerable success.

184. Most pupils in Year 3/4 practising ball skills with a tennis ball and table tennis bat were agile and well co-ordinated. Most had good hand/eye co-ordination and as the lesson progressed, they positioned their body well and hit the ball accurately.

185. The quality of teaching was good. The pupils were expected to behave well and the lesson was well organised with a smooth transition from the playground to the hall due to bad weather. Skills were developed progressively and mixed groups ensured that low attaining pupils, including those with special educational needs, were well supported by others.

186. The pupils responded to instructions instantly and worked hard at improving their skills in ball control. A good feature was their ability to co-operate together without fuss.

187. The current co-ordinator is the

headteacher who is knowledgeable and very active in the promotion of physical education, particularly games. A monitoring and evaluation report by the previous co-ordinator has been used well to evaluate strengths and weaknesses. The Local Education Authority scheme of work provides current guidance to teachers, and most, but not all teachers' medium-term planning expands upon it in great detail. This planning includes specific objectives for games, gymnastics and dance. Time allocation for the subject has been sustained in spite of the pressures from the National Literacy and Numeracy Strategies. Resources are wide-ranging, accessible and well organised. The available facilities, including a hall, two football pitches and four playgrounds, provide well for the wide range of physical education undertaken.

188. Pupils are encouraged to attend a local leisure centre for extra-curricular activities taught by qualified coaches. The older pupils go on an annual residential trip which includes outdoor and adventurous activities. Two popular and very well attended sports days are held and the school also hosts sports activities for local schools.

196. **PART C: INSPECTION DATA**

196. **SUMMARY OF INSPECTION EVIDENCE**

- The inspection was carried out by a team of three inspectors, including a lay inspector. During the four days, 43 lessons and a number of assemblies were observed.
- Literacy and mathematics were observed in every class.
- The work of a sample of pupils from each year group was scrutinised, as were displays, books and earlier work undertaken.
- Planning documents, teachers' records, assessments and reports to parents were inspected.
- Special educational needs documentation and individual education plans were examined.
- Inspectors interviewed the headteacher, curriculum co-ordinators and others holding additional responsibilities, chair of governors (also chair of finance committee) and school secretary.
- All teachers were given feedback on the strengths and weaknesses of their teaching.
- The policy documents of the school, the school's development plan and budget statements were analysed.
- Attendance registers were inspected.
- Playtimes, lunchtimes and registrations were observed.
- A meeting was held, attended by seven parents at which they gave their views about the school.
- Responses from 27 questionnaires, completed by parents, were analysed.

• **DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	105	1	31	18
Nursery Unit/School	5	0	0	0

• **Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	7.1
Number of pupils per qualified teacher:	14.8

• **Education support staff (YR – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	52

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

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	10

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

Total number of education support staff:	1
Total aggregate hours worked each week:	16.25
Average class size:	17.5

• **Financial data**

Financial year:

1999
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	£
Total Income	287,863
Total Expenditure	290,518
Expenditure per pupil	2,200
Balance brought forward from previous year	22,414
Balance carried forward to next year	19,759



## PARENTAL SURVEY

Number of questionnaires sent out:	85
Number of questionnaires returned:	27

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	31	69	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	56	0	4	0
The school handles complaints from parents well	23	42	19	15	0
The school gives me a clear understanding of what is taught	27	46	15	12	0
The school keeps me well informed about my child(ren)'s progress	30	52	7	7	4
The school enables my child(ren) to achieve a good standard of work	27	58	12	4	0
The school encourages children to get involved in more than just their daily lessons	27	62	12	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	60	4	8	4
The school's values and attitudes have a positive effect on my child(ren)	24	52	16	8	0
The school achieves high standards of good behaviour	8	52	28	8	4
My child(ren) like(s) school	56	44	0	0	0