

INSPECTION REPORT

Brocks Hill Primary School
Leicestershire

LEA area: Leicestershire

Unique Reference Number: 120060

Headteacher: Mr E McGovern

Reporting inspector: Mrs A Dawes
15658

Dates of inspection: 25th-28th October 1999

Under OFSTED contract number: 707558

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

© Crown Copyright 1999

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

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	LEA
Age range of pupils :	4 – 10
Gender of pupils :	Mixed
School address :	Howdon Road Oadby Leicester LE2 5WP
Telephone number :	0116 271 4885
Fax number :	0116 271 4885
Appropriate authority :	Governing Body
Name of chair of governors :	Mr C Hide
Date of previous inspection :	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs A Dawes, Registered Inspector	Science; information technology	Characteristics of the school; Attainment and progress; Teaching; Leadership & management
Mr M O' Malley, Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation & learning resources
Mrs E Randall, Team Inspector	English; history; art	Special Educational Needs; Curriculum & Assessment
Mrs J Allen, Team Inspector	Religious education; music; geography	Under fives; Pupils' spiritual, moral, social & cultural development
Mr A Williams, Team Inspector	Mathematics; design technology; physical education	Efficiency; equal opportunities; Section XI provision

The inspection contractor was:

Leicestershire County Council
Advice and Inspection Service
County Hall
Glenfield
Leicester LE3 8RF
0116 265 6301

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

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

1 - 7

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

KEY ISSUES FOR ACTION

8

INTRODUCTION

Characteristics of the school 9 - 11
Key indicators 12 - 15

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 16 - 28
Attitudes, behaviour and personal development 29 - 33
Attendance 34

Quality of education provided

Teaching 35 - 40
The curriculum and assessment 41 - 47
Pupils' spiritual, moral, social and cultural development 48 - 52
Support, guidance and pupils' welfare 53 - 55
Partnership with parents and the community 56 - 60

The management and efficiency of the school

Leadership and management 61 - 66
Staffing, accommodation and learning resources 67 - 69
The efficiency of the school 70 - 73

PART B: CURRICULUM AREAS AND SUBJECTS

Ethnic Minority Achievement Support 74 - 79

Areas of learning for children under five 80 - 90

English, mathematics and science 91 - 113

Other subjects or courses 114 - 146

PART C: INSPECTION DATA

Summary of inspection evidence 147

MAIN FINDINGS

1. What the school does well

- There is a high proportion of good quality teaching across the school
- The school's strategy for literacy is effective
- The school has good subject planning guidance
- Pupils have good attitudes to learning and behave well
- Relationships are good throughout the school
- Pupils' moral and social development is good
- Parental involvement in children's learning is good
- There is good provision for extra curricular activities

2. Where the school has weaknesses

- I. Development planning is unsatisfactory
- II. Monitoring and evaluation procedures are unsatisfactory
- III. Record keeping procedures and use of assessment are unsatisfactory
- IV. Standards in information and communication technology are unsatisfactory
- V. Child protection and collective worship procedures are unsatisfactory

The weaknesses are outweighed by what the school does well, but will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

3. How the school has improved since the last inspection

Overall, the school has overcome most of the weaknesses pointed out in the last report and has improved. A clear action plan was devised and satisfactory reports made on progress. Teaching quality has risen and the management structure has improved. The newly appointed headteacher has set a clear educational direction for work of the school that has been communicated effectively to the staff and governors. A comprehensive curriculum framework secures consistency and coherence in the management, organisation and planning of the curriculum. However, many developments are at an early stage and are not yet having a strong impact on school improvement. Standards remain unsatisfactory in information technology and are not yet high enough in other subjects. The school is well placed to make further improvements.

4. Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
Reading	C	D	<i>well above average</i>	A
Writing	C	D		
Mathematics	B	C		
Science (TA)	C	E		

TA – Teacher Assessment

Pupils' attainment on entry to the 4+ Base is slightly above that expected nationally. In 1999, although the school's results for seven year olds were above average for mathematics and average for reading, writing and science, when compared with similar schools the results were average for mathematics but below average for reading and writing and well below average for science. Inspection findings are that pupils at Key Stage 1 are working within nationally expected standards in these subjects. By the end of Year 5, pupils are working within nationally expected standards in English, mathematics and science. Pupils' attainment in information and communication technology is below national expectations at both Key Stages. Pupils make satisfactory progress in art, design technology, geography, history, music, physical education and religious education.

5. Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 10 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Satisfactory.	Satisfactory.
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Teaching is at least satisfactory in 93% of lessons. It is good or better in 52% of lessons and unsatisfactory in 8%. Current unsatisfactory teaching in information and communication technology is due to teachers' current lack of subject knowledge, previous lack of resources and limited curriculum time.

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

6. Other aspects of the school

Aspect	Comment
Behaviour	Good throughout the school
Attendance	Satisfactory
Ethos*	Satisfactory with good attitudes to work, good relationships and an increased emphasis on raising standards
Leadership and management	Satisfactory. The newly appointed headteacher has clear ideas on school improvement but there are weaknesses in monitoring and evaluation and development planning
Curriculum	Satisfactory. Good emphasis is given to literacy and mathematics but too little time for information and communication technology. Day to day assessments are satisfactory. Record keeping and use of summary assessments to set targets for improvement are unsatisfactory
Pupils with special educational needs	Satisfactory provision and pupils make sound progress
Spiritual, moral, social & cultural development	Moral and social development are good, spiritual and cultural provision are satisfactory
Staffing, resources and accommodation	Staffing and resources are satisfactory, accommodation is good
Value for money	The school gives satisfactory value for money

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

7. The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. The school encourages involvement of parents VII. The school is approachable and handles complaints well VIII. The school's attitudes and values have a positive effect on their children IX. The school expects a high standard of behaviour X. Their children like school	XI. Some parents would like to have more XII. Some parents would like to have more XIII. Some parents are concerned about

Most parents are satisfied with the education the school provides. This inspection agrees with the parents' positive views. Arrangements are satisfactory for keeping parents informed on what is being taught, but the school is planning ways to provide further information. The procedures for keeping parents informed on progress are satisfactory overall. There are regular consultation opportunities and staff are readily available. However, the annual reports do not give enough specific detail on progress. Homework is set and regularly followed up in class. However, the school is reviewing its homework policy and planning improvements.

KEY ISSUES FOR ACTION

8. In order to make further improvements to the education the school provides, the staff and governors should:

XIV. *Raise pupils' attainment in information and communication technology by:-

1. Allocating appropriate time within the curriculum
2. Auditing staff competencies and implementing a comprehensive programme of staff training
3. Improving resources as funds allow

Paragraphs 25, 42, 61, 131-134.

- Improve monitoring, evaluation and planning procedures to judge impact on standards, quality of education and value for money, by:-

1. Improving the analysis of school needs through establishing clear actions, responsibilities, outcomes and timescales
2. Providing professional development for the lead manager
3. Determining realistic priorities and setting measurable targets for improvement within the education development plan

Paragraphs 42, 53, 62, 64, 65, 70, 71

- Improve assessment by:-

1. Developing an assessment framework and recording system, to measure trends in attainment and progress over time
2. Use the data to set challenging targets and raise teacher expectations and thereby increase rates of progress for all pupils

Paragraphs 47, 53, 62, 63, 64, 106, 112, 121, 134

- Ensure statutory requirements are met within:-

Child protection procedures

Collective worship

The governors' report to parents

The school prospectus

Paragraphs 55, 56, 66

*Indicates a Key Issue from the last inspection.

INTRODUCTION

Characteristics of the school

9. Brocks Hill is a large primary school with extensive grounds, situated in the town of Oadby, south of Leicester. It serves a residential area of mainly private housing and approximately a quarter of pupils attend the school from other areas. Levels of unemployment are well below the national average. Pupils enter the school in the term after their fourth birthday and leave at the end of the academic year in which they are ten. Most pupils transfer to the High School on the same campus.
10. There are 309 boys and girls on roll and this has remained constant since the last inspection. Most pupils have had some form of pre-school experience and many have attended the school's 4+ Base in line with the school's admission policy. Pupils begin school with a variety of starting points but the overall attainment on entry is slightly above average. Just under a third of pupils have English as an additional language, which is very high when compared nationally. Three percent of pupils are entitled to free school meals which is below the national average. There are 28 pupils on the school's register of special educational needs which is below the national average. Three pupils have a statement of educational need which is in line with national averages.
1. The school has the following aims:
 - That each child will have the opportunity to develop his/her full potential in a stimulating, caring and orderly environment.
 - To provide an education that caters for the whole person and enables individuals to lead a full and varied life,
 - To take account of each child's entitlement to the National Curriculum
 - To encourage a mutual respect for the dignity of the individual and the contribution he/she makes to our multicultural society
 - To encourage a responsibility for our shared resources both within school and the wider community.

The school has no statutory responsibility to set end of Key Stage 2 targets as pupils leave at end of Year 5. However, the school liaises with the local high school to support their target setting.

12. Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year: 1999

Year	Boys	Girls	Total
1999	35	24	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	29	30	32
	Girls	21	22	24
	Total	50	52	54
Percentage at NC Level 2 or above	School	85 (79)	88 (97)	95 (86)
	National	85 (80)	86 (81)	90 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	25	33	31
	Girls	20	20	21
	Total	45	52	52
Percentage at NC Level 2 or above	School	76 (83)	90 (82)	88 (89)
	National	N/A (81)	N/A (85)	91 (86)

13. Attendance

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

		%
Authorised Absence	School	5.3
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

14. Exclusions

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

	Number
Fixed period	0
Permanent	0

15. Quality of teaching

Percentage of teaching observed which is :

%

Very good or better	16
Satisfactory or better	93
Less than satisfactory	7

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

11. Children under five

1. On entry to the 4+ Base, children's levels of attainment are slightly above those normally expected though a significant number of children have varying degrees of fluency in English. By the age of five, most children have attained standards in line with those expected in the desirable learning outcomes for pupils of this age and some have progressed further. Children make good progress in all areas of learning because of good teaching, which targets individual learning needs and recognises the variety of language requirements.
2. All children make good progress with their language and literacy skills. Children are encouraged to listen and respond enthusiastically and ask and answer questions appropriately. They are helped to build their vocabulary and join in stories, rhymes and action songs. Children learn to read their names and other familiar words and recognise letters by sound and shape. The teaching of literacy is well planned. The small group work is effective and allows the children opportunities to extend their listening and writing skills and talk about their experiences.
18. Children's progress with mathematical development is good. They are encouraged to develop their mathematical vocabulary and extend their learning in number, shape, space, pattern and measurement. Matching and sorting skills are developed through play and good use is made of rhymes and counting songs. Most pupils can count accurately up to and sometimes beyond ten.

Key Stage 1 and 2

19. The trends in pupils' attainment in reading and writing in Key Stage 1, from 1996 to 1999, was in line with national expectations and show a steady improvement. In the 1999 end of Key Stage 1 tests, pupils' attainment in reading and writing was in line with national expectations. In comparison with schools in similar circumstances, the results are below average. However, this inspection finds that most pupils currently in Year 2 are attaining above what is expected nationally in reading and are meeting national expectations in writing. Most pupils make satisfactory progress overall, with good progress in reading. Girls' performance is better than boys' in both reading and writing. Higher attaining pupils make good progress in reading and writing. This is because teachers are focusing more specifically on pupils' needs within these areas, in the designated literacy hour. There is no significant variation in pupils' progress within different classes.
20. This inspection finds that most pupils currently in Year 5 are working within national expectations overall. Attainment in reading is above that expected nationally and in writing, higher attaining pupils are achieving above national expectations. Pupils make satisfactory progress overall with good progress in reading. The rate of progress increases in Year 5 because of challenging teaching which motivates pupils. In both key stages the standards of literacy are satisfactory and pupils use their literacy skills in other subjects such as report writing in science and evaluative writing in history. Standards of spelling are satisfactory and written work is usually very well presented
1. Pupils make satisfactory progress in speaking and listening at both key stages. By Year 2, pupils listen carefully in small and large groups and follow instructions carefully. They are growing in confidence to listen to others and make appropriate comments. By Year 5, pupils can give opinions, describe events and take part in discussions appropriately. Although drama and role play are used, there are too few planned opportunities across the curriculum to develop the skills of speaking and listening in a wider context. Pupils make good progress in reading at both key stages. Younger pupils read accurately with some expression using phonic, contextual and picture cues. Older pupils can identify ways in which different authors convey

mood, setting and characters. Higher attaining pupils can offer mature and sensitive opinions. Pupils make satisfactory progress in writing at both key stages. Higher attaining pupils make good progress. Younger pupils understand simple story structure and can write descriptively using full stops and capital letters appropriately. Older pupils write more freely, often engaging the reader well.

2. From 1996 to 1999, pupils' attainment in mathematics at the end of Key Stage 1, has shown a steady upward trend. In the 1999 end of key stage tests, pupils' attainment was above average compared with all schools and average when compared to similar schools. Inspection findings are that most pupils are working within those expected nationally with some pupils working above this and most pupils making satisfactory progress. By the end of Year 5, most pupils are working within nationally expected levels and are making satisfactory progress.
3. Throughout the school, standards of numeracy are satisfactory. Pupils use their skills in other subjects such as design technology, science and geography. Pupils' measure accurately and can classify information using two standards. Most pupils recognise characteristics of two and three-dimensional shapes. Pupils' progress in using and applying mathematics is satisfactory overall, with older pupils beginning to ask questions about different approaches to their work. Progress improves in some classes at both key stages, where high teacher expectation makes increasing demands of pupils.
24. From 1996 to 1999, there has been a steady upward trend in attainment in science since the last inspection with more pupils gaining the higher level. Inspection evidence confirms that the majority of pupils in the current Year 2, reach levels of attainment expected of most seven year olds. However, pupils' performance is well below the average for schools whose pupils are from similar backgrounds. For some pupils, when they begin the National Curriculum, their lower attainment in literacy skills limits their ability to express what they have learned. At the end of Year 5, the upward trend in attainment has continued with the proportion of pupils reaching the expected level close to the national average. At both key stages, pupils' attainment in investigations and other elements of the curriculum are satisfactory. Overall, pupils make satisfactory progress across both key stages, but where teacher expectations are high, pupils make significantly better progress.
25. In information and communication technology, pupils' attainment at the end of Key Stage 1 and Year 5 is below national expectations. They have a limited range of skills and pupils make unsatisfactory progress. Progress is slow because pupils are only just beginning to benefit from the new computers, equipment and software and some teachers lack confidence with the new schemes of work.
26. In religious education, standards of attainment have improved since the last inspection and now meet the expected levels set by the locally Agreed Syllabus. In Key Stage 1, pupils know about some important religious stories and that different religions have their own special books. In Key Stage 2, pupils examine the use of religious symbolism and explore how religious behaviour influences human behaviour. All pupils now make satisfactory progress.
27. Pupils with special educational needs make satisfactory progress in relation to their targets in their individual education plans and particularly in English. This is because systems for identification are effective and they are taught well using precise learning goals.
28. Pupils make satisfactory progress in the foundation subjects with the older higher attaining pupils making very good progress in music. In art, younger pupils develop their skills of drawing and designing using a range of media, while older pupils develop detail and control. In design technology they learn how to join materials appropriately and evaluate their designs with increasing sophistication. In geography, younger pupils explore real and imaginary places and older pupils study the relationships between landscapes and land use. They can read maps using keys to locate specific information. In history in Key Stage 1, pupils begin to develop a sense of chronology and understand the difference between past and the present. In Key Stage 2, pupils explore bias in writing and explain differences and similarities between historical periods. In music, younger pupils learn to control voice and instruments well and older pupils develop these skills, singing two part songs, using symbols to communicate musical ideas and appraise their own and others' work. In physical education, younger pupils use dance to explore character and mood and develop balance in gymnastics. Older pupils improve ball skills and become self evaluative in order to improve performance.

Attitudes, behaviour and personal development

29. Since the last inspection pupils' attitudes towards their work have improved. The standards of good behaviour, good relationships, and sound personal development have been maintained with pupils responding well to their teachers' high expectations.
30. The vast majority of pupils have good attitudes towards their learning. They are interested, motivated and take pride in their work. This makes a significant contribution to their progress and attainment. Most respond willingly and listen attentively to their teachers. They are eager to answer questions, engage in discussions and develop ideas. Most pupils concentrate well and enjoy the opportunities to work independently. They respond enthusiastically to challenge and persevere to improve their skills. However, a small number of pupils lose concentration and become restless particularly when they are unable to understand what is taught or contribute effectively to discussion. They get frustrated when the tasks set do not match their ability. Some pupils with special educational needs find it hard to concentrate in larger groups but respond well when they have extra support or when they are addressed directly by the teacher. Overall, pupils enjoy books and are confident using other learning resources such as computers, tools and equipment.
31. Pupils behave well in and around the school and respond appropriately to the school rules. This has a positive impact on their learning and confirms the view expressed by many parents. They are polite to staff and each other and are welcoming to visitors. Movement around the school is orderly. The pupils are trustworthy and show respect for property, handling equipment safely and with care. There was no evidence of bullying observed during the inspection and there have been no exclusions in the past year.
32. Pupils' relationships with each other, teachers and other adults are good. This enhances pupils' learning and supports their progress. Pupils work and play together well. They support one another appropriately when working in class and during activities outside. They ask each other for help, and when given the opportunity, collaborate well. Pupils are sensitive to the needs of others and respect the multicultural diversity in school. For example, Year 4 pupils discussed symbols from different religions and some decided for themselves to design a new school badge which reflected their cultural diversity.
33. Pupils' personal development is satisfactory. They show increasing levels of confidence when carrying out monitoring duties in class, helping with routines such as collecting registers and preparing the hall for assemblies. Some of the older pupils help with the library and others have organised the collection of stamps for charity. The pupils contribute to the community by taking part in concerts and carol singing. Older pupils presented the "Christmas Story" at a local Methodist Church and children regularly entertain the local senior citizens at a coffee morning in the school hall. Pupils take some responsibility for their own learning through activities such as research in geography, but overall there are insufficient opportunities for this.

Attendance

34. Attendance is satisfactory. At 94.7 %, it is broadly in line with the national average. The school has maintained standards of attendance since the last inspection. Punctuality is good and lessons start promptly.

QUALITY OF EDUCATION PROVIDED

Teaching

35. The last report described the quality of teaching as satisfactory or better in the majority of lessons, but with unacceptable variations in Key Stage 1. In this inspection there has been an improvement and 93 % of lessons are satisfactory or better, 52% are good or better of which 16% of which are very good or excellent. Teaching has improved because of better subject guidance, collaborative planning across key stage teams and staff training for the daily literacy and mathematics lessons. The school has successfully introduced the

literacy and mathematics teaching frameworks and they are now an established part of the school day. Planning is in line with requirements and teachers use the objectives from the frameworks to plan lessons that are effective. Classroom practice is well focused and the pace of lessons is successfully maintained. Many mental and oral sessions are lively and encourage the pupils to think in more depth. In group sessions, work is mostly well matched to pupils' different abilities. At the end of lessons, plenary sessions are soundly used to consolidate learning, extend it or introduce further areas of learning. The introduction of the Literacy Hour and the daily mathematics lesson is having a satisfactory effect on standards overall and a positive effect on reading and writing with the higher attaining pupils.

36. In the 4+ base, all teaching is at least good and some is very good. Teachers and support staff have a clear understanding of the needs of young children and the needs of new entrants into Brocks Hill in particular. They work very well together and this is reflected in the quality of relationships achieved by the children. They have a thorough knowledge of the desirable learning outcomes for pupils of this age. Planning has clear objectives with opportunities for teacher assessment. Good classroom management and organisation provides the children with a firm foundation for effective early learning.
37. There is a balance between satisfactory and good teaching in Key Stage 1. Teaching of the highest standard was seen and only one lesson had unsatisfactory features. Teachers' subject knowledge is satisfactory overall and has been supported well by the new schemes of work. Where teaching is good or very good, teachers extend pupils' learning through open ended questions, emphasise correct use of subject vocabulary and select resources well, for example in English, science, history and music. Collaborative planning is detailed, setting out clear expectations of what pupils are to learn and how learning is to be assessed. In the better lessons, daily planning specifies what pupils are to learn from the lesson and how the different activities support that learning for all pupils. Other good features of teaching include high expectations of pupils' behaviour and their ability to organise themselves as in some English, Science, music and physical education lessons. Where there are short comings, classroom management and teaching strategies do not meet pupils' needs and expectations of what pupils can achieve are not high enough.
38. In Key Stage 2, teaching is more variable but is predominantly satisfactory or better with a quarter of lessons being good and a fifth of lessons very good. One in ten lessons are unsatisfactory. Where teaching is very good, teachers' weekly planning makes clear what pupils are to learn and is well matched to their needs. Teachers use classroom assistants well to help pupils understand what is required of them and to work effectively in smaller groups. Good subject knowledge, particularly in English, mathematics and science, gives them confidence to introduce technical language, have high expectations and extends pupils learning. Teachers make focused assessments of individual pupils' strengths and weaknesses and follow this up with specific support to consolidate or further extend their learning. In the weaker lessons, daily planning is not focused on what pupils are to learn, pace is too slow and pupils lose interest. Too few opportunities are provided for pupils to collaborate and teacher expectations of higher attaining pupils are low.
39. Throughout the school, teachers use day to day assessments well to measure progress and plan the next steps in learning. As a result all pupils sustain steady improvement. There has been satisfactory progress in this aspect since the last inspection. The school has a good marking policy and all teachers use the marking code. However, marking rarely suggests ways in which work could be enhanced or sets pupils' targets for improvement. Homework is set and regularly followed up in class but there is no agreed pattern across the key stages. The school intends to review its policy and is planning improvements. Across the school, teachers have high expectations of behaviour. There are good relationships which provide a secure framework for effective teaching.
40. The teaching of pupils with special needs is satisfactory overall and has good features. In classes, work is well matched to pupils needs and good support is provided for them either through extra resources or ancillary help. Teachers carefully assess what pupils find difficult to learn and then design appropriate teaching programmes linked to the targets in the individual education plans. Work is well paced to retain pupils' motivation. However, some teachers do not make enough use of the individual targets set for these pupils, particularly in literacy, when they plan and mark their work in other subjects. Also, some individual education plans lack detail of monitoring and assessment arrangements, particularly at Stage 2, which restricts judgements on progress rates. Overall, provision is satisfactory and pupils make sound progress.

The curriculum and assessment

41. Since the last inspection, the balance of the school's curriculum has improved. Planning guidance and practice is now consistent. However, there is still not enough time allocated to information and communication technology to enable it to be taught effectively.
42. The curriculum overall, is broad and relevant. The staff ensure all pupils have access to the curriculum and pupils with special educational needs receive appropriate support. Good use is made of the Ethnic Minority Achievement Support Service staff to support those pupils who have English as an additional language in order to give appropriate access to the curriculum. The school has begun to monitor progress by gender and ethnicity to be certain that opportunities are equal for all groups of pupils. The school meets the requirements of the National Curriculum. Appropriate emphasis is given to English, mathematics and science and to developing the key skills of literacy and numeracy. There is satisfactory provision for religious education and the foundation subjects. However, the insufficient amount of time given to information and communication technology hinders pupil's progress. There is satisfactory provision for health education, including sex education.
43. Curriculum provision for children under five is good. Planning on the Areas of Learning for this age and effectively provides all children with a good basis for future development. In Key Stages 1 and 2, good long term planning for all subjects provides a clear sequence of learning ensuring knowledge, skills and understanding are successfully built upon as pupils move through the school. The introduction of the National Literacy and Numeracy Strategies has been well managed and planning is clear and caters well for pupils differing needs. Teachers plan together, supporting each others' subject knowledge and sharing ideas. Weekly plans identify what groups of pupils are to learn ensuring activities are appropriately matched to the maturity of the pupils. Daily plans are more variable with some lacking detail about what specific learning is intended. This results in unfocused teaching and pupils making slower progress.
44. The school meets the requirements of the Code of Practice for pupils with special educational needs Overall, individual education plans accurately reflect identified needs and parents are appropriately involved. This enables teaching support to be well integrated and effective. However, some individual education plans for pupils at Stage 2 of the Code of Practice lack detail and do not always contain clear criteria for success.
45. The curriculum is enriched by a wide range of extra curricular activities. These include orchestra, choir, Indian dance, French and hand chimes. Musical and dramatic performances make a good contribution to pupils' achievement in music and English. The school offers Key Stage 2 pupils good opportunities to take part in competitive team games such as football, netball, cross country running and athletics. Eight members of staff volunteer their support and approximately 83% of pupils take part, with some attending more than one activity.
46. Overall, except for some aspects of English, teachers' longer term, summary assessments and records are unsatisfactory in both key stages. This results in work that is not well matched to the needs of higher attaining pupils, especially when new areas of work are reintroduced at a higher level.
47. The school has yet to make effective use of its attainment data. There are satisfactory systems for statutory assessment of pupils' attainment on entry and at the end of Key Stage 1. Teachers follow the correct administrative procedures and look at examples of pupils' work together to make accurate teacher assessments. The school also administers a standardised assessment for reading. Records are passed on to the next teacher, but these do not give adequate information on individual pupil attainment and progress across the curriculum. The school does not monitor the outcomes of these assessments and so is unable to use this information to determine levels of future work, deploy resources or evaluate trends in progress and attainment over time for individual or groups of pupils.

Pupils' spiritual, moral, social and cultural development

48. Overall the school makes satisfactory provision for the spiritual, moral, social and cultural development of

all pupils. Provision for spiritual and cultural development is satisfactory and in both cases improvements have been made since the last inspection. The school continues to provide good moral and social development for its pupils.

49. The quality of religious education has improved since the last inspection and now makes a significant contribution to pupil's spiritual development. Through work in geography, history, English and religious education pupils are given opportunities to reflect on their own lives and the lives of others. For example, in an religious education lesson when pupils talked sensitively about their earliest memories. In many other subjects and school activities, pupils are encouraged to express their joy in the world, to appreciate its natural beauty and to find out about and care for the environment. Changes to the organisation for acts of collective worship have improved their quality and increased the effectiveness of their contribution to pupils' spiritual development. For example, through a telling of the story of David and Goliath pupils were helped to understand that many faiths, including Christianity, encourage people to face life bravely. On the next day they responded with great enthusiasm to learning a new song depicting the story.
50. In classrooms and in day to day school-life, the successful implementation of the school's behaviour policy encourages pupils to develop understanding of the moral principles guiding their own actions. Pupils of all ages are effectively taught to understand the need for responsible and considerate action, to be fair and to know how they can tell right from wrong. The school's acts of collective worship also make a positive contribution to pupil's moral development.
51. Pupils gain a sense of responsibility within the school community by helping in the day to day management. For example, classes have weekly or daily monitors and older pupils serve as librarians. Pupils can work well in co-operation with others, but too few opportunities are provided for collaborative work within lessons. Pupil involvement in the local community includes carol singing and entertaining senior citizens and there are good links with the local secondary schools. All pupils are regularly involved in fund-raising projects for charity and often initiate their own ideas. The quality of relations between staff provides a good role-model for pupils. The school's curriculum, including enrichment through concerts, visitors and a varied programme of extra- curricular activity, makes a very positive contribution to pupils' social development.
52. The school makes effective provision for pupils' cultural development. Better use is now made of displays around the school to celebrate the richness and range of cultural influences, for example the display of work exploring the symbolism of light through observational drawings and writing. Subjects include varied cultures and traditions appropriately, for example in science where pupils study a wide range of fruits and vegetables, and, in design technology, make them into delicious meals. Visits in the locality and further afield support learning across the curriculum and also make positive contributions to pupil's cultural development. Work in English and religious education includes stories from different cultures and the work of the Ethnic Minority Achievement Support Service staff effectively includes the use of bi-lingual instruction and story-telling. Pupils take part in a variety of sports, concerts and performances, including the popular annual Music Day. The extra-curricular activity includes a very well attended and successful choir, a French club and a new dance club specialising in Indian dance. The school is aware of the need to extend the cultural range of music studied.

Support, guidance and pupils' welfare

53. The school's support and guidance for pupils are satisfactory overall and make a sound contribution to the educational standards achieved. The satisfactory standards noted at the last inspection have been maintained. The school is an orderly and supportive community in which pupils feel valued, secure and happy. This supports the parents' view of the school. Staff know the pupils well and monitor their personal development effectively, but the current systems for monitoring pupils' academic progress are unsatisfactory. Overall, pupils with special educational needs receive satisfactory support and this enables them to make sound progress. The quality of special needs provision is good, but the time allocated is limited.
54. Staff expect high standards of behaviour and provide good role models. There are good arrangements for promoting, rewarding, and monitoring behaviour. Lunchtime assistants supervise pupils well and promote

good relationships. Bullying is taken seriously and any incidents are dealt with promptly and effectively. There are satisfactory procedures for monitoring and promoting good attendance, and unexplained absence is followed up.

55. Overall, the arrangements promoting pupils' well being, health and safety are satisfactory. However the systems for auditing health and safety are not fully implemented and the procedures for child protection do not meet statutory requirements, as there has been insufficient training for all staff.

Partnership with parents and the community

56. The school continues to have constructive links with its parents and the community. Parents are kept well informed through regular newsletters. Together, the prospectus and governors' annual report provide a satisfactory summary of school activities, although there are some omissions.
57. Arrangements are satisfactory for keeping parents informed on what is being taught. Parents are invited to induction meetings and have been given information on literacy. The recent mathematics presentation was well received. However, a few parents would like to know more and the school has plans to respond to their requests and extend this aspect of its work. The procedures for keeping parents informed on progress are satisfactory overall. There are regular consultation evenings and parents are encouraged to talk to the teachers if they have any concerns. However, pupils' annual reports do not give enough detail on progress within the curriculum. Parents of pupils with special educational needs are kept effectively informed about their progress.
58. Parents' involvement with their children's learning is good. There was a good response to the school's questionnaire for collecting parents' views. A good number of parents help regularly in school with art, craft and reading. Many parents attend consultation evenings, concerts, sports days, and special events like the Harvest Celebration and Music Day. The Friends of Brocks Hill organise social events and raise funds. There are regular "book nights" for the younger children to show their parents what they are doing in school. Some parents are dissatisfied with the amount of work their children are expected to do at home. Whilst homework is regularly set, the school has started to address this matter with a review of the homework policy and a homework plan for the older children.
59. The school has satisfactory links with the community and these make an effective contribution to pupils' attainment. There are good links with the local schools which promote curriculum and professional development. There are joint activities for music and sport and satisfactory arrangements to help pupils' transfer to secondary school.
60. Residential visits, trips and visitors into school are used effectively to support pupils' personal development and enhance the class work. The school takes an active part in community activities such as drama productions, concerts and caring for older citizens. The recent initiatives with local businesses are enhancing their understanding of society and citizenship.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

61. The school's management is satisfactory and the school has the capacity to improve pupils' standards of attainment and the quality of provision. Overall, the school has made a satisfactory response to the issues raised in the last report. A clear action plan was devised and satisfactory reports made on progress. Most of the issues have been dealt with. However, standards remain unsatisfactory in information technology.
62. The school has a positive ethos based on a strong tradition of care for the individual. This is now being reinforced with an increased commitment to raising attainment. The newly appointed headteacher has set a clear educational direction for work of the school that has been communicated effectively to the staff and

governors. However, many developments are at an early stage and are not yet having a strong impact on school improvement. The role of senior managers is being developed. The deputy headteacher ensures the training and development needs of the staff are met and is to take responsibility for the school's monitoring procedures. However, this is a recently established role and he has had limited training in this area. Key stage co-ordinators have established a clearer framework for the curriculum, oversee its organisation and planning and take greater responsibility for pupils' attainment and progress. Similarly, subject co-ordinators are beginning to look beyond resources and planning guidance to the active leadership of their subjects across the school. Job descriptions are now clear and reflect the staff's changing roles and an appraisal system supports professional development appropriately. Governors have worked hard to resolve the key issues from the last inspection and fulfil their statutory responsibilities. They are increasingly aware of their roles and are committed supporters of the school. However, they are yet to be in a position to hold the school to account for the educational standards it achieves as the systems for monitoring attainment and progress are unsatisfactory.

63. Teaching and curriculum development are beginning to be monitored, evaluated and supported and this is having a positive impact on quality. Recent policies set out clear expectations for teaching and learning. Teachers' medium term planning is monitored for coverage by subject co-ordinators who make suggestions for improvement. English and mathematics co-ordinators are monitoring the school's implementation of the literacy and mathematics initiatives through observation of lessons and staff meetings. Key stage co-ordinators are beginning to sample pupils' work to look at standards of attainment and the quality of teaching. The management of special educational needs provision is satisfactory. The school has made an encouraging start on analysing pupil test results. However, this is not routine and there is more information on pupils' performance than is currently used. Too few targets are set to raise standards of attainment and rates of progress.
64. The school has aims and values which are predominantly met through all its work. They are evident in displays, are referred to in assemblies and are apparent in the strength of relationships. However, the limited assessment framework impedes the schools' monitoring and evaluation of whether pupils meet their full potential. The new headteacher is focusing the school's efforts on raising standards and is particularly concerned to improve the performance of higher attaining pupils. To this effect, policies for equality of opportunity, monitoring and evaluation, assessment and target setting have been agreed by the senior management team, but have yet to impact on pupil progress.
65. Although significantly strengthened since the last inspection, the school's education development plan is not a useful management tool. The current plan has been produced with much wider staff and governor involvement. Many aspects of school life have been thoroughly audited and improvement plans developed to improve provision over the coming years. Roles and responsibilities are clearly allocated and resources identified. However, these separate actions are not incorporated into a strategic planning framework which takes sufficient account of available attainment data and sets improvement targets for the priorities it identifies to enable the school to judge its impact on pupils' progress and standards of attainment.
66. Most statutory requirements are met. However, staff training for child protection procedures has not been completed and pupils are withdrawn from collective worship for extra curriculum support or music provision. There are some omissions in the governors' annual report to parents and the school prospectus.

Staffing, accommodation and learning resources

67. Staffing is adequately matched to the needs of the curriculum. The school is well staffed with a balance of recently qualified and experienced teachers and support staff. The 4+ Base also has a qualified and experienced nursery nurse. Staffing for pupils with special needs is satisfactory overall. Subject co-ordinators are becoming more knowledgeable and are beginning to develop their roles and have audited their subjects. The English and mathematics co-ordinators are monitoring the impact of the recent strategies and supporting the senior managers to extend the training required. An appraisal system adequately supports professional development. Arrangements for induction and staff development are appropriate and an effective mentoring system is in place for new staff.

68. The school provides good accommodation for effective learning. The classrooms provide satisfactory space for individual, whole class and group work. Shared areas near classrooms are well used for practical activities and special needs teaching. The two halls provide good facilities for assemblies, music, physical education, drama and dining arrangements. The two libraries are readily accessible and display a satisfactory range of books. There is a kiln and extra rooms for music, technology, special needs, television, small group work and changing facilities. The good displays in all areas give encouragement and inspiration to the pupils. There are large, hard play and grass areas for games and a secure play area for the youngest pupils. With the exception of some external paintwork, the school is maintained and cleaned to a satisfactory standard. The last report noted that some toilet areas were not clean and the condition of one of the mobile rooms was poor. Both of these areas are now satisfactory.
69. Overall resources for teaching are satisfactory. They are good in science and physical education. The last report noted there were too few computers, and shortcomings in the range of resources for art, technology, and history. These are now satisfactory.

The efficiency of the school

70. Educational developments are soundly supported through careful financial planning. This planning has recently improved as targeted spending on mathematics shows. Governors receive detailed financial advice from the headteacher and they are increasingly aware of the relationship between budget allocation and raising pupils' attainment and the quality of teaching. Governors are better informed of the school's needs through visits, headteacher's reports, linking with classes and curriculum areas such as mathematics, English and special educational needs. The budget supports resource and training needs adequately but spending is not prioritised sufficiently as targets for improvement are not set within the education development plan. An appropriate level of Ethnic Minority Achievement Support Service staff support pupils for whom English is an additional language.
71. The school makes satisfactory use of its staff, accommodation and resources. Teaching staff are well deployed taking into account experience and background. Good use is made of support staff. Following the headteacher's appointment there has been a re-organisation of senior staff. The deputy headteacher now has the leading role for monitoring and evaluating the school's contribution to raising standards, the quality of the education it provides and whether there is value for money. Training for this role is already planned. The co-ordinators for both Key Stage 1 and Key Stage 2 have clear job descriptions, which support the monitoring role. The school makes satisfactory use of its accommodation. There are good facilities for physical education, music and design and technology where surplus mobile classrooms provide well used additional teaching space. The two halls help pupils achieve satisfactory standards in physical education. The school makes satisfactory use of the large field and hard play areas. There is a separate and secure play area for children under 5 which is well used. The arrangement of semi-open and closed classrooms and shared areas allow flexible use and are well used for group, class and practical activities. Overall, the school has satisfactory levels of resources, which are stored to allow appropriate access to teachers and pupils and are well used in lessons.
72. Financial control and administrative procedures are good. Governors update the budget after receiving financial reports and advice from the headteacher. The headteacher and school administrator prepare a shadow budget for the next financial year and governors are able to plan with confidence. The school's administrative procedures work well. Methods for ordering and checking meet the requirements of good practice and the school keeps a careful check on spending commitments. The inventory is properly maintained and meets local authority requirements.
73. The school serves an area where the socio-economic circumstances of the pupils are good. Although attainment on entry is slightly above average, a significant minority of children enter the school with restricted levels of English. Children under five make good progress and pupils' progress in the rest of the school is satisfactory. Attainment is satisfactory in English, mathematics and science and the majority of pupils reach levels that are average or better when compared with all schools. Attainment is average or below average when compared with similar schools. Progress of pupils who have special educational needs, and pupils for whom English is an additional language make satisfactory progress. In terms of educational

standards achieved, pupils' progress, personal development and attitudes to learning, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

23. Ethnic Minority Achievement Support

74. Attainment and progress of pupils for whom English is an additional language is satisfactory throughout the school. Those pupils who are supported by Ethnic Minority Achievement Support Service staff, make satisfactory progress and appropriate levels of attainment.
75. Pupils show satisfactory interest in their work and are able to concentrate when listening to the teacher and respond appropriately to questioning. Pupils relate well to other pupils and adults. They are able to explain and understand the diversity of beliefs and cultural traditions within the school.
76. The attendance of all pupils is satisfactory. Those pupils who go on extended holidays are appropriately supported by the school which provides work to do when abroad.
77. Teaching resources are concentrated in the 4+ Base and in Year 2. The curriculum is planned soundly and learning targets for pupils' acquisition of language skills are clearly set out and measured. The language levels for pupils for whom English is an additional language are tested annually and form the basis of the following year's target setting. Staff manage pupils appropriately, ask relevant questions, provide good language support and respond positively to pupils' needs. They work alongside class teachers, planning clear language objectives and activities, using resources well.
78. Displays in school promote positive images of the cultures represented and are enhanced at present by Diwali displays. Multi-lingual signs add to the feeling of respect for other cultures. Racial harmony is good within the school. Relationships with parents are satisfactory and some parents are involved in the Asian dance club. The school is investigating the possibility of arranging minority language teaching for many of its families.
79. Ethnic Minority Achievement Support is used efficiently by the school. The co-ordinator is in school for three days each week and provides sound leadership. She is supported well by the bi-lingual assistant. Targeting the teaching support within the 4+ Base and Year 2 is good enabling planning to be more efficient and effective. The co-ordinator spends the small budget wisely on linguistically and culturally suitable resources.

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

Personal and Social Development

80. Children arrive at school with a range of personal and social skills. They go on to make very good progress towards achieving the desirable outcomes in this area of development. The teacher, nursery nurse and other staff quickly form supportive relationships with the children and inspire their confidence. Children are given a helpful introduction to school-life and parents are involved successfully at all stages. Baseline assessments, ongoing observations and records help staff to know children well and to match tasks to their abilities and interests. Through well-planned games, tasks and investigations, children learn to share, take turns, concentrate well and persevere. Good classroom management and organisation provides the children with a firm foundation for effective early learning. There are opportunities for children to use their initiative, make choices and develop independence as well as to participate in adult-directed activities. Staff work together very well and this is reflected in the quality of relationships achieved by the children. A good example of this is seen when the whole class plays successfully with a range of wheeled toys and other equipment in pairs and small groups sharing the outdoor play-space. One boy/girl pair arranged their own turn-taking partnership to steer their way round the busy space. The children are sensitive to the needs of others, showing care for each other and for their environment. They are gradually introduced to and helped to take their part in the routines of school-life; monitors take the register to the office and set out the cups for drinks. The children develop their understanding of right and wrong through the way in which staff sensitively handle situations as they arise and through good use of the school behaviour policy. The quality of teaching is very good and contributes directly to the quality of children's personal and social development.

23. **Language and Literacy**

81. Many children enter school with varying degrees of fluency in English. For some pupils, this limits their ability to express what they have learned. The quality of teaching is good and all children make good progress in speaking, listening, reading and writing. They listen carefully to their teachers, other adults and to each other. Most respond enthusiastically and ask and answer questions appropriately. The children also learn to enjoy books and to read and write for a variety of purposes.
82. In well-planned lessons with the whole class or small groups and in activities chosen by the children, staff take every opportunity to develop children's speaking and listening skills. Through talk with adults about their work, children are helped to build their vocabulary and powers of expression, for example when a young child said of the model hedgehog she was making, "Fantastic! I love doing this." The nursery nurse drew attention to this new word, which was then used by several of the other children at the same table. Good use is made of a wide variety of stories, rhymes and action songs. Sometimes these are read by the bilingual instructor, to aid the development of those children with English as an additional language and to enhance the knowledge and understanding of others. Children make up their own stories as they play in the role-play area or with imaginative play materials such as the tube telephone, the house, train sets and building blocks.
83. Children learn to enjoy books, to make choices, handle them correctly and know how they are organised. They have access to the class book corner, the school fiction library and, once they begin to read independently, to appropriate books from the reading schemes. The quality and range of books is good. Early reading is taught through well-planned lessons and activities which progressively focus on the early stages of the National Literacy Strategy. The Literacy Hour is introduced at the end of the Reception Year and prepares children well for Year 1. Children learn to read their names and other familiar words and they recognise letters of the alphabet by sound and shape. In this they are helped by the close attention which staff pay to the development of good handwriting.
84. Children learn to draw and write about the things they are learning and that interest them at school and at home. For example, they write descriptions of the vegetables they are studying and are going to cook later in the day. Often the teacher acts as scribe so that the children's whole thoughts can be recorded. Opportunities are provided for children to write more freely at other times of the day, in the role-play area, using clipboards for "surveys" and at the writing table in the quiet room. However, such activities receive less adult attention and their potential for promoting learning is under-developed.

23. **Mathematics**

85. Children make good progress towards achieving the desirable outcomes in mathematics. The children enjoy their learning and demonstrate appropriate levels of mathematical understanding. The quality of teaching is good. There is a balanced use of direct teaching with large and small-groups alongside a range of activities for children to choose from to support and extend their learning in number, shape, space, pattern and measurement.
86. Children learn about squares, painting concentric patterns on large sheets of paper which are then added to the class display of square objects that the children have found in the classroom or brought in from home. In such ways the school builds a good learning partnership with parents. Work with water and with wet and dry sand is used to develop their knowledge and understanding of shape, space and measures.
87. There is an appropriate emphasis on number, including good use of number rhymes and songs. Work is planned with the framework and objectives of the National Mathematics Strategy in mind. Children can count accurately up to and sometimes beyond ten. They can recognise, use and order numbers up to ten. They learn to record numbers, including them in other work, as for instance when they draw and write "Five juicy pears." or "The caterpillar eats 4 strawberries." Good use is made of a variety of resources for mathematical purposes, including computer-programmes.

Knowledge and Understanding of the World

88. The quality of teaching is good and children make good progress towards the desirable outcomes. Learning is organised through a series of imaginative and relevant topics, planned over time to provide a balanced approach to the four elements of science, history, geography and technology that make up this area. The tasks and activities are well-planned, very practical with a good blend of teacher-directed and child-selected activity. Particularly good use is made of the school buildings, grounds and people who work there as resources for children's learning. Interesting visitors are also invited in to tell the children about the work that they do. Early scientific skills are promoted when the children make observations of fruit and vegetables which have been cut open to print with and some which have been left to see what happens to them over time. Other vegetables are prepared, cooked and tasted with an adult's help. Model making and construction activity using purchased and found materials contribute to technological skills and understanding, as does the use of audio and visual aids. Children are taught the skills needed for early computer use. Computers, television and tape-recorders are used to support children's learning in other areas. Children are taught to use all materials and equipment safely.

Physical Development

89. There is a varied range of well-planned opportunities for physical development and children make satisfactory progress towards the desirable outcomes. The quality of teaching is sound, providing a combination of teacher-directed lessons in the school hall and outdoor activities where children choose more freely from a structured range of equipment. Good provision is also made for children to develop the hand-eye co-ordination needed to use tools, objects and materials safely and with increasingly fine control. The use of the otherwise good outdoor area is constrained by the many puddles that collect on the surface. The outdoor space is used by large numbers of children at the same time so that the teacher in charge has to adopt more of a supervisory than a teaching role which limits progress. There is a shortage of suitable equipment for the children to climb, crawl, jump and balance on, both for outdoor and indoor use. The school has identified physical development for under-fives as an area for further improvement in the school's current Education Development Plan.

Creative development

90. The children have many opportunities to develop their imagination and to communicate their ideas and feelings through planned activities involving music, dance, art and role-play. They make good progress towards the desirable outcomes. Children learn to recognise, name and use colours, exploring different shades and associations with particular colours, such as their brown hedgehogs, leaves and teddy bears. They use art to support their learning in other areas, as in the observational drawings of vegetables and painted squares and they develop their artistic techniques through printing and drawing. Music is taught well with appropriate emphasis on singing and playing instruments. In dance they often explore topics imaginatively, for example in moving like the insects they have been studying. Planned opportunities for play, such as the doll's house or building blocks stimulate children's imagination. Further opportunity for creative development is provided through well-structured role-play. Overall, the quality of teaching is good. Occasionally activities are over adult-directed and insufficient attention is given to the children's self-chosen tasks.

ENGLISH, MATHEMATICS AND SCIENCE

English

91. In the 1999 Key Stage 1 National Curriculum tests, pupils' attainment was in line with the national average

in both reading and writing. When compared with similar schools these results were below average. The percentage of pupils attaining higher than expected levels was above average in reading and writing. Although there was a decrease in the percentage of pupils attaining the national expectation in writing in 1999, these results overall represent steady improvement since 1996. The inspection findings are that, in reading, most pupils are attaining above what is expected nationally and are meeting national expectations for writing. Girls perform better than boys in both reading and writing.

92. In Year 5, attainment meets national expectations in English overall. Attainment in reading is above that expected nationally. Higher attaining pupils are attaining above national expectations in writing also.
93. Progress is satisfactory overall with pupils in both key stages making good progress in reading. Higher attaining pupils in both key stages make good progress in reading and writing. This is because of focused teaching of reading and writing within the structure of the literacy hour. The rate of progress increases in Year 5 because challenging teaching motivates and enthuses pupils.
94. In both key stages, pupils make satisfactory progress in speaking and listening. Attainment is in line with the national expectation. Most pupils listen attentively in small and large groups and follow instructions carefully. They sustain their listening skills and develop ideas with growing confidence as part of discussion. From the time they start school, pupils learn to listen to others and make appropriate comments. Pupils in Year 5 can give opinions, describe events and take part appropriately in discussions on a range of topics. Drama and role play are used appropriately in some classes and for school performances. However, there are too few planned opportunities to systematically develop the skills of speaking and listening in a wider range of contexts throughout the school.
95. Overall, pupils' attainment in reading is above national expectations at both key stages and they make good progress. In Key Stage 1, they read accurately with some expression using phonic, contextual and picture cues. Most can offer opinions about their books and talk about what they have read. In Key Stage 2, pupils continue to develop as competent and fluent readers. They read a range of texts and show understanding of events. Older pupils can identify an author's devices to convey mood and setting and characters. For example, a Year 5 class explored and compared the opening chapters of *Great Expectations*, *Tom Sawyer* and *Danny the Champion of the World*. The pupils talked freely about the differences and drew conclusions about how the authors conveyed meaning and showed awareness of readers. They referred to the texts and discussed them very well. Higher attaining pupils read challenging texts and offer mature and sensitive opinions. They are beginning to use inference to explore meaning and intent. Library and research skills are satisfactory and are used appropriately in other subjects.
96. Pupils' attainment in writing is in line with national expectations at both key stages and pupils make sound progress. Higher attaining pupils make good progress. In Key Stage 1, pupils understand simple story structure and can write descriptively. They use vocabulary appropriately. A good example of this was seen in one Year 2 class when pupils wrote Rainbow poems. They know about capital letters and full stops and most pupils can use them in their writing. They are beginning to write more complex sentences. In Key Stage 2, pupils write more freely using a wider vocabulary. Writing often engages the reader and pupils convey meaning in different forms. They write well across the curriculum. Examples of imaginative writing, accounts, reports and descriptions are evident in history, geography, science and religious education. One very good example of this was seen when a Year 4 class wrote from different viewpoints on Henry V111 and the break with Rome. Pupils showed an appreciation of bias and a lively awareness of the reader. Pupils practise spellings in school and at home which helps with their writing. The majority can use dictionaries and word books and are aware of some strategies for learning unfamiliar words. Pupils' handwriting is joined and legible from an early age and in Key Stage 2 they develop a fluent style. Written work is usually very well presented.
97. The school has implemented the literacy hour. All classes have a designated time when reading and writing skills are systematically taught. Teachers use the objectives from the Literacy Strategy and classroom practice is well focused and having a positive effect on learning. Sessions are carefully structured and teachers use questioning techniques well to extend pupils' responses. A good range of texts is used to integrate the teaching of reading and writing enabling pupils to make sound progress.

98. Most pupils enjoy their English lessons, especially the literacy hour. Overall, they are well motivated. They concentrate and work well, with and without direct supervision. The majority respond with enthusiasm to what is asked of them.
99. Teaching is good overall in both key stages with some very good teaching seen in Year 5. Lessons provide appropriate challenge for pupils because informative assessment enables teachers to plan effectively for pupils of all abilities on a class basis. Teachers have clear objectives for what pupils are to learn and lessons are well structured with appropriate pace. Good use is made of support staff who provide additional adult help to small groups of pupils. This enables pupils with special educational needs and those for whom English is an additional language to make satisfactory progress.
100. The co-ordinator has managed the introduction of the literacy hour effectively. She has a good overview of the subject. Monitoring of teaching has ensured that support and encouragement has been given together with suggestions for improving teaching. However, assessment data is not yet used to set targets for improving attainment over the longer term.
101. There is an adequate supply of good quality resources, including attractive “big books” and group readers which enthuse pupils and promote good learning. The school uses a core reading scheme supplemented by a range of other books. The books are colour coded to make the match of book to pupil ability easier and to promote the progressive development of reading skills. These, together with guided reading boxes, enable teachers to guide the pupils’ reading well. There is satisfactory library provision.

23. **Mathematics**

102. From 1996 to 1999, the results in National Curriculum tests have shown a gradual upward trend. This is attributed to better curriculum planning and a more focused teaching approach. At the end of Key Stage 1, most pupils attain the standard expected nationally with some pupils attaining more highly. In the 1999 end of Key Stage 1 tests, the school’s results were above average compared with all schools and average compared with similar schools. Inspection findings are that most pupils in Year 2 are working within the nationally expected level with a few working above this.
103. The school’s assessment of pupils’ attainment in Year 4 show the majority of pupils achieve the level of attainment expected. By the end of Year 5, most pupils are achieving within the national expectation.
104. Pupils in both key stages make satisfactory progress. Throughout the school progress in numeracy is sound. In Key Stage 1, most pupils make satisfactory progress in place value, working confidently with two and sometimes three digit numbers. They order numbers in sequences and count up and down sequentially and in a variety of groups. They make sound progress in measuring accurately and most pupils recognise the characteristics of two-dimensional shapes. Pupils’ progress in using and applying mathematics is satisfactory overall, but only a few are beginning to ask questions about their work. In Key Stage 2, pupils continue to make satisfactory progress in aspects of shape, space and measure. They are able to use protractors, estimate angles and know associated language. They recognise the characteristics of three-dimensional shapes and can calculate the areas of regular shapes. Pupils with special educational needs and those pupils for whom English is an additional language make satisfactory progress because they are appropriately supported and the work is satisfactorily matched to their needs.
105. Most pupils have good attitudes towards learning and respond enthusiastically to the daily mathematics lesson, maintaining appropriate levels of concentration. Pupils take good care of the resources, co-operate appropriately and support each other in practical tasks. Pupils take a pride in their work and present it well.
106. Teaching is good overall in both key stages. The daily mathematics lesson is having a positive impact on pupils’ attainment. Weekly planning is well supported and the daily plans are satisfactory with clear learning intentions and interesting activities. Teachers share the learning intentions with pupils. Time is well used and lessons get off to a brisk start with pace well maintained throughout the lesson. Resources are well used to help pupils understand, for example, the properties of angles. Many mental and oral sessions are lively and

encourage the pupils to think in more depth. In group sessions, work is mainly well matched to pupils' different abilities. In the best lessons, teachers' question pupils carefully probing understanding by asking open ended questions. Correct mathematical language is emphasised and clear explanations are given. Teachers make accurate assessments of pupils' learning but not all use this to shape future lessons. Marking is regular, but rarely sets targets for pupils to reach. A more formal assessment is be introduced in Years 3 and 4 to support the monitoring of progress. Homework is set weekly and contributes successfully to pupils' progress. Support staff provide appropriate additional adult help to small groups of pupils. This supports pupils with special educational needs and those for whom English is an additional language to make satisfactory progress.

107. Since the last inspection, the school has reviewed its policy and incorporated national guidance for planning. Together, these ensure full coverage of the National Curriculum. The school carries out statutory and other assessments and is developing its recording system. It is just beginning to examine pupils' progress but it is not used satisfactorily to diagnose particular weaknesses in provision or to target groups of pupils.
108. The subject is appropriately managed and the National Numeracy Strategy is being introduced satisfactorily. Training is up to date, more is planned and the co-ordinator is monitoring planning. The implementation of the daily mathematics lesson is sound. The co-ordinator monitors teaching with the headteacher and senior staff by observing the daily mathematics lesson in other classes. This together with the joint planning arrangement helps ensure consistency of what is taught and is improving the quality of teaching. The co-ordinator ensures the levels of resources are satisfactory and readily available.

Science

109. In the 1999 teacher assessments at the end of Key Stage 1, the proportion of pupils who reached the expected level was close to the national average. There has been an upward trend in attainment since the last inspection with more pupils gaining Level 3. However, pupils' performance is well below the average for schools whose pupils are from similar backgrounds. Inspection evidence confirms that, although the majority of pupils are working within the expected level of attainment, some pupils' language skills limits their achievement. At the end of Year 5, the upward trend in attainment has continued with the proportion of pupils reaching the expected level close to the national average. At both key stages, pupils' attainment in investigations and other elements of the curriculum are satisfactory.
110. Overall, pupils make satisfactory progress across both key stages. For some pupils, when they begin the National Curriculum, their lower attainment in literacy skills limits their ability to express what they have learned. By the age of seven, most pupils can correctly classify familiar objects according to their properties and use. They can identify the different parts of a plant and know how to construct a simple circuit to light up a bulb. In Key Stage 2, younger pupils can explain what plants need to grow healthily and why they are important for our well being. Older pupils can make simple generalisations about cause and effect, particularly about how sound travels through air and water. The majority of pupils have a basic understanding of forces such as gravity and magnetism and how blood circulates through the body. Most pupils know how to design a fair test and record and interpret their results on paper. In both key stages, pupils with special educational needs or English as an additional language are supported well so that they make similar progress as pupils of their age.
111. Pupils have good attitudes to science and show keen interest in demonstrations and discussions. They enjoy using the technical terms and try hard to use them in discussions. They are familiar with routines and are able to take responsibility for finding equipment and using it sensibly. They co-operate well with others and usually work independently without direct supervision. They take care with their work and are proud of their efforts.
112. Teaching is satisfactory overall but with good features. Where teaching is good, lessons are well planned with clear objectives and interesting activities, which are supported by well chosen resources. For example, younger pupils examined a range of familiar household objects which give light to find out why some are brighter than others. Older pupils handled a range of musical instruments to observe vibrations through air

and water. Discussions are well directed to encourage clearer perceptions and fuller explanations. Writing frameworks support the majority of pupils well, enabling them to describe their experiments and present their results. In some classes at both key stages, pupils are usually given the same task, generally aimed at pupils with average attainment, with lower attaining pupils given more help to complete the task. This practice does not meet the needs of the higher attaining pupils as they are not sufficiently challenged to reach the higher levels in the curriculum. There have been recent developments in assessment procedures but these are currently unsatisfactory. Although teacher assessments support day to day improvements in learning, they do not give enough information on pupils' weaknesses to guide future teaching.

113. Management of the subject is good. The co-ordinator has led a comprehensive review of the curriculum and resources and has begun to monitor year group plans. Teachers are more firmly guided by a sound policy and a detailed scheme of work. The amount of time given to science has been reviewed and is now satisfactory. These improvements have led to an overall rise in standards.

OTHER SUBJECTS OR COURSES

23. Art

114. The previous inspection report found, that in most classes, standards in investigating and making were unsatisfactory and pupils repeated the same activities. Standards are now satisfactory in this respect because the school has developed a scheme of work that details progression of skills and activities. Reference has been made to national guidance to ensure that there is breadth and balance in the subject.
115. Although few art lessons were seen, evidence from portfolios, displays and sketchbooks indicate that pupils in both key stages make satisfactory progress. Pupils in Key Stage 2 make good progress in observational drawing because teachers encourage them to look closely, teach the techniques carefully and provide sketch books for practice.
116. Younger pupils confidently explore colour and use this effectively to paint designs and pictures. They quickly develop the skills of drawing and designing using a range of media. In Year 2 pupils create designs and use wax crayons to produce mirror images. Others experiment with bubble wrap and inks to explore the techniques of print making. Three-dimensional work in the Fire of London display shows box models carefully designed and made. Such skills are extended in Key Stage 2. In Year 4, pupils experiment with different line drawing to produce depths of tone. Portfolios show examples of observational drawings of shoes from each year group. These show clear progression in detail and control. Examples on display show that pupils make increasingly effective use of colour and colour mixing. In both key stages, a range of materials is used to produce colourful collage, much of which makes a positive contribution to the cultural aspect of the curriculum. Few examples of ceramic work and study of the work of other artists were seen. However, the scheme of work and teachers' plans indicate that these are addressed appropriately.
117. In both key stages, teaching is satisfactory overall. Teachers have appropriate subject knowledge and are clear about their learning objectives. In the better lessons, good instruction is given and there is a good balance between guidance, teaching and opportunities for pupils to explore their own ideas. Teachers' use the practical activities to reinforce vocabulary, especially for those for whom English is an additional language. Observational drawing is carefully taught to older pupils which contributes well to their progress. Teachers display pupils' work to good effect creating a stimulating environment which encourages pupils to talk about their work. The introduction and use of sketch books since the last inspection has had a positive impact on pupils' learning. However, in some classes these are not used resulting in loss of opportunity for practice and development.
118. The co-ordinator took up responsibility this term. She has audited provision and has a clear view of what needs to be developed. Her own expertise and knowledge enables her to support colleagues effectively.

Monitoring of plans ensures that there is an appropriate balance in curriculum coverage. There is an adequate range of basic resources in each classroom but too few resources for work with textiles.

Design Technology

119. Overall, pupils continue to make satisfactory progress. Younger pupils can look at pop up books and make suggestions as to how they work. They understand that folds, cuts and tabs are necessary for the figures to move. They use tools safely and appropriately to make pop up tractors and farmers to enhance other subject work. In Key Stage 2, older pupils have a wide range of materials to work with. In a lesson on making musical instruments, a Year 5 class examined a piano to see how it worked. This supported their science work on sound. Photographs show pupils making clay pots and baking cakes. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress with teachers using the practical activities to reinforce vocabulary.
120. Most pupils have good attitudes, they sustain interest and work with enthusiasm. They listen carefully to their teachers and willingly share ideas and resources. Pupils review their work and make suggestions for improving the design, the use of materials and methods of working.
121. The quality of teaching is satisfactory. Teachers plan their lessons carefully, ensuring clear learning intentions. They support pupils well, use appropriate language and make good use of resources. Teachers' assessments of pupils' work are underdeveloped. Safety in the use of tools is emphasised well. Resources are satisfactory and the accommodation is good. There is a kiln room and designated room which has recently been modified to include facilities for cooking. The subject co-ordinator is knowledgeable and enthusiastic. He currently monitors plans and intends to adapt the current scheme of work to meet the school's needs and build in assessment opportunities.

Geography

122. In Key Stage 1, no geography lessons were taught during the inspection week and no samples of pupils' work were available for scrutiny. However, evidence from planning and displays suggests that pupils make satisfactory progress. They learn simple geographic terms, undertake fieldwork and make and use maps and plans of real and imaginary places. These skills are taught through studying the school and its locality and through the study of a similar place overseas. In Key Stage 2, pupils successfully build on these early skills and knowledge and make satisfactory progress. They are able to compare and contrast different localities using geographic vocabulary, for example when studying the relationship between landscape and land use or when comparing employment patterns in Chembakoli with employment patterns in Oadby. They can read maps using keys to locate specific information and have good basic knowledge of the countries, regions and counties of the British Isles.
123. In the lessons seen, pupils listen well, asking sensible questions and giving thoughtful answers. They work in pairs and small groups, helping each other appropriately. When they are clear about the tasks they are required to do, they work with care and enthusiasm.
124. The quality of teaching overall is satisfactory. Good features in teaching include clear learning objectives for specific lessons, knowledgeable presentation of the material, good use of resources by the teacher and pupils and interesting ways for pupils to record their work. Where teaching is unsatisfactory, lessons have not been adequately planned or prepared.
125. Planning guidance is satisfactory and supports the progressive development of knowledge, skills and understanding. The school plans to revise the school's policy and scheme of work in preparation for the new National Curriculum from September 2000. There is no system at present for monitoring resources or spending. Existing gaps have not been filled, while individual teachers have bought specific resources for their class. This has led to unsatisfactory provision of some resources across the school.

23. **History**

126. Pupils in both key stages, including those with special educational needs, make satisfactory progress.
127. Key Stage 1, pupils develop a sense of chronology and can talk about when key events occurred. They know and understand that there are differences in everyday life between now and the past. For example Year 2 pupils know about the different technology used by firefighters during the Fire of London. In Key Stage 2 pupils have appropriate factual knowledge of periods they have studied. In Year 4 pupils can talk about Henry VIII, his wives and his differences with the Pope. They are also beginning to understand that documents of the time could be biased depending on the writer. In Year 5 pupils know about and can discuss aspects of life in their own neighbourhood in the nineteenth century. They can identify changes from this period and give opinions as to why there are similarities and differences. Some challenging work was seen when pupils were interrogating census data to learn about aspect of life during that time.
128. Overall, pupils enjoy their history lessons and sustain their motivation. They talk enthusiastically about their work and most concentrate well. A very good response was seen in Year 5 when pupils were working in pairs on census information. They showed a mature attitude and persevered with a quite challenging task.
129. The quality of teaching is satisfactory overall with some good teaching seen. Teachers generally have appropriate subject knowledge and plan well for lessons. Where work is well matched to pupils' ability, pupils are motivated and enjoy their learning. Good use is made of resources such as artefacts, posters and visits. These are followed by displays and together they sustain interest and enthusiasm. Teachers use the scheme of work to plan a comprehensive range of history throughout the school. Effective use is made of review time at the beginning and end of each lesson to reinforce pupils learning.
130. The co-ordinator manages the subject well and has a good grasp of what needs to be developed. Monitoring of plans ensures curriculum coverage and effective support is given to staff when needed. There is an adequate range of resources, well supplemented by artefacts brought from home and external visits.

23. **Information and communication technology**

131. Pupils' attainment at the end of Key Stage 1 and Year 5 is below national expectations and they make unsatisfactory progress. Younger pupils have a limited understanding of applications of information and communication technology in their daily lives. Too few have satisfactory mouse and keyboard skills to develop confident control of different features such as "delete" and "caps lock". Older pupils use a limited range of word processing features to alter text and can save and print their work. They are starting to work with data efficiently, explore predictions using computer simulations and become familiar with e mail. Pupils are beginning to benefit from the new computers, equipment and software and use programmes to support their learning in other subjects such as English, mathematics and geography. However, progress is slower in some classes as teachers lack confidence with the new schemes of work.
132. Pupils enjoy information technology and are well motivated when using the equipment. They behave well and most work with confidence and maintain concentration for increasing lengths of time. Pupils co-operate well and support each other's learning appropriately. A minority of pupils find it difficult to concentrate and become discouraged while the teacher is explaining a new concept to the whole class. This is because they can not easily see the computer screen and so understand what they are expected to do. Older pupils are beginning to use computer programmes to help them with personal study but this is at an early stage of development.
133. Teaching is unsatisfactory overall. Too little time is given to explaining new concepts and resources are inappropriately used. However, the school recognises most teachers have insufficient subject knowledge and that pupils' unsatisfactory attainment and progress is the result of previous lack of resources and unsatisfactory teaching. National planning guidance has recently been introduced so that pupils can progressively develop their skills and use them in other subjects. Other subject schemes of work have been scrutinised to ensure that information and communication technology has the potential to support learning across the curriculum. Currently, teachers are not familiar enough with it to adjust it to their classes'

requirements. An audit of staff skills is planned for next term.

134. The school has updated its policy and has introduced a new scheme of work that plans for pupils' full entitlement to the National Curriculum. The youngest pupils are beginning to use "paint" to practice letter shapes and older Key Stage 1 pupils are starting to edit their stories using the spell checker and a multimedia dictionary. Younger pupils in Key Stage 2 are creating pie charts and graphs in mathematics and writing to penpals in Australia via e mail. The oldest pupils are beginning to interrogate spreadsheets. Resources have improved since the last inspection and are now satisfactory. The school has recently benefited from the National Grid for Learning initiative. Although day to day assessment arrangements are sound the procedures for assessing pupils progress are unsatisfactory. The newly appointed co-ordinator is undertaking further training. She has a clear view of the subject, and is starting to provide better purpose and direction for the teaching of Information Technology.

Music

135. Pupils in both Key Stages make satisfactory progress, and higher attaining pupils in Key Stage 2 make very good progress. In singing, the progress of all pupils is good. In Key Stage 1, pupils learn to control voice and instruments and to use both musically to achieve desired effects, for example when using instruments to describe the movements of animals. In Key Stage 2, these skills are developed further, using a wider range of more demanding material with higher expectations of pupils' practical skills and understanding.
136. Pupils in both key stages and of all abilities respond with great enthusiasm. They work very well together. They listen carefully and respond positively to teachers and to each other and try hard to achieve the best that they are capable of.
137. Overall the quality of teaching is satisfactory. Strengths in teaching music include very good subject knowledge, good pupil management providing plenty of first hand musical experience, good use of feedback that provides pupils with guidance on what they can do to improve and good choice of interesting and enjoyable material. Unsatisfactory teaching is largely due to lack of subject knowledge and/or confidence. This often results in too much teacher direction and not enough practical music making for pupils, especially with instruments. The school's policy and scheme of work provides sound guidance, but a significant number of staff need more support to help them put it into practice. Resources are in good supply but some are in need of repair or replacement. There is insufficient inclusion of music from a range of cultures.
138. The provision of enrichment activities within the school day, such as the school orchestra, "Music Day" and peripatetic instrumental tuition, and of extra-curricular activities, such as the hand-chimes group and school choir, is very good indeed. Pupils attain high standards through the quality of teaching provided by staff and the peripatetic music service.

Physical Education

139. Pupils make satisfactory progress in both key stages. In Key Stage 1, pupils can explore their moods and feelings in dance and practice their skills to improve performance. They can control simple gymnastic movements and link them to develop sequences. In Key Stage 2, pupils develop balance, for example on a beam using different parts of the body. They practice and improve their ball passing and catching skills and learn defence and attack strategies for example when playing netball and football. Most pupils are able to be self critical to improve their performance. Swimming is not taught.
140. In both key stages attitudes are usually satisfactory but a minority of pupils lose concentration when teacher explanation is too long. The majority of pupils can co-operate with partners appropriately and enjoy competitive team games.
141. The quality of teaching is generally satisfactory. In all lessons, teachers emphasise the importance of safety. All lessons begin with suitable warm up and end with appropriate cooling down activities. Most teaching is satisfactorily planned, but assessments are not routinely made. Teachers make good use of resources. Where teaching is unsatisfactory poor pupil management and overlong explanations are evident. The interim scheme

of work covers all aspects of the subject satisfactorily, but procedures for assessing pupil performance are not consistent across the school.

142. Accommodation is good. Each of the two halls has wall mounted climbing apparatus storage areas. There is a large field and adequate hard surface play areas. Resources are good. The extra curricular programme includes competitive matches against other schools and provides additional opportunities for pupils to take part in physical activities. This contributes well to pupils' progress.

23. **Religious Education**

143. Standards in religious education have improved since the school was last inspected and now meet the expected levels set by the locally Agreed Syllabus. All pupils make satisfactory progress in their learning. Pupils in Key Stage 1 know some important stories from the Bible and other major religions and that different religions have their own "Special Books". They can consider their own experiences and appreciate the "amazing things" in life. In Key Stage 2, pupils deepen their knowledge and understanding. They examine the use of religious symbolism and can use this knowledge, to help them design a new school badge for example. They consider how religious belief influences human behaviour when studying the parable of the Good Samaritan or learning about Hindu worship.

144. Pupils show interest and enthusiasm for the subject, they respond thoughtfully to questions, listen well to the teacher and to each other and, when given the opportunity, contribute their own ideas willingly. When given tasks to do, they usually try hard and take care with the presentation of their work.

145. Overall, the quality of teaching across the school is satisfactory. It is more soundly based on the school's scheme of work, with appropriate time allocations and more consistent planning between classes and across year groups than at the time of the last inspection. In good lessons, teaching actively involves all pupils well, usually through knowledgeable and interesting explanations, practical tasks and discussion involving the pupils' own thoughts and ideas. Where it is unsatisfactory, teachers lack subject knowledge and consequently under use visual aids and/or religious artefacts to support learning. In this aspect progress since the last inspection has been less marked, despite improvements to the supply and storage of resources for religious education.

146. The policy and scheme of work offers sound guidance.

PART C: INSPECTION DATA

147. SUMMARY OF INSPECTION EVIDENCE

- 73 lessons or part lessons were seen.
- 31 parents attended a meeting and expressed their views on the school..
- 82 questionnaire returns were analysed.
- Informal discussions were held with pupils during lessons to determine the extent of their knowledge and understanding.
- Inspectors heard a representative sample of pupils read from each year group.
- Inspectors scrutinised a representative sample of pupils' work from each year group.
- Inspectors held discussions with staff with curriculum or management responsibilities, the headteacher, the deputy headteacher, the senior management team, the governing body and selected members of support staff.
- Assemblies, break and lunchtime arrangements were observed.
- A wide range of documents relating to the curriculum and management of the school was analysed.

DATA AND INDICATORS

148. 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 – Y5	309	3	28	9

Teachers and classes

149. Qualified teachers (YR - Y5)

Total number of qualified teachers (full-time equivalent)	13
Number of pupils per qualified teacher	26.41:1

150. Education support staff (YR – Y5)

Total number of education support staff	10
Total aggregate hours worked each week	139

151. Financial data

Financial year: 1998/1999

	£
Total Income	561,680
Total Expenditure	560,463
Expenditure per pupil	1,813
Balance brought forward from previous year	9,290
Balance carried forward to next year	5,603

152. PARENTAL SURVEY

Number of questionnaires sent out:

309

Number of questionnaires returned:

82

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	19.5	65.9	12.2	1.2	1.2
I would find it easy to approach the school with questions or problems to do with my child(ren)	31.7	57.3	8.5	2.4	
The school handles complaints from parents well	12	52	29.3	5.3	1.3
The school gives me a clear understanding of what is taught	11	52.4	28	7.3	1.2
The school keeps me well informed about my child(ren)'s progress	13.6	55.6	23.5	7.4	
The school enables my child(ren) to achieve a good standard of work	20.7	63.4	9.8	4.9	1.2
The school encourages children to get involved in more than just their daily lessons	32.9	48.8	14.6	2.4	1.2
I am satisfied with the work that my child(ren) is/are expected to do at home	13.6	50.6	13.6	21	1.2
The school's values and attitudes have a positive effect on my child(ren)	22	67	11		
The school achieves high standards of good behaviour	28	58.5	12.2	1.2	
My child(ren) like(s) school	46.3	50	2.4		1.2