

INSPECTION REPORT

ST ANDREW'S C OF E PRIMARY SCHOOL

Oswaldtwistle

LEA area: Lancashire

Unique Reference Number: 119413

Headteacher: Mr S Wenham

Reporting inspector: Parveen Raja

Dates of inspection: 8th – 10th November 1999

Under OFSTED contract number: 707530

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
Type of control:	LEA
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	St Andrew's C of E Primary School Springfield Street Oswaldtwistle Accrington Lancashire BB5 3LG
Telephone number:	01254 231 279
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr E Fox
Date of previous inspection:	20 th – 22 nd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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P. Raja, Registered Inspector	Science Design and technology Art	Special Educational Needs Under-Fives Attainment and progress Teaching Leadership and management The efficiency of the school
T. Smith, Lay Inspector		Attendance Support, guidance and pupil's welfare Partnership with parents and the community
R.W. Wonnacott	Maths Geography Music Religious education	Equal opportunities Attitudes, behaviour and personal development The curriculum and assessment
P. Martin	English History Information technology Physical education	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The headteacher provides good leadership and clear educational direction for school development.
- Makes good provision for pupils with special educational needs who make good progress and achieve standards in line with their capabilities.
- Teaching is satisfactory or better in 92 per cent of lessons and good in 40 per cent of these lessons.
- Makes good provision for pupils' spiritual, moral and social development and offers a good range of extra-curricular activities.
- Supports pupils in maintaining good standards of behaviour and discipline and sustains good attitudes to work.
- Has established good links with the community.
- There are good relationships between adults and pupils and between pupils.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards of attainment in information technology are below the national average.
- II. Higher attaining pupils are not sufficiently challenged.
- III. Teachers do not always use the assessment of what pupils can do and know to inform planning of new work.
- IV. Teaching is not as good in practical science work where most of the eight per cent of unsatisfactory teaching occurs.
- V. Resources for some aspects of mathematics, design and technology, music and religious education are inadequate.
- VI. The independent group work sessions in the literacy and the numeracy hours are not used effectively to promote learning.
- VII. Pupils' skills in conducting experiments and recording their findings are under-developed.
- VIII. Energetic play opportunities using large toys and small equipment for the four-year-olds are inadequate.

The school's strengths are balanced by weaknesses which the school has identified in its development plan. The school has begun to rectify some of the weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school's response to the previous inspection has generally been unsatisfactory. The action plan, in response to the weaknesses, set out very detailed objectives and timescales for development. Initial progress in achieving these objectives which were mainly aimed at raising attainment levels in Key Stage 2 were addressed with considerable rigour. An appropriate in-service training programme and in-class support were provided by the previous headteacher to the Key Stage 2 staff where teaching was unsatisfactory. Some external input was made at school level. This work impacted well on the quality of work in the classrooms with improved end of key stage National Curriculum test results at both the

key stages in 1997. However, soon after this period there were a number of changes in staff: the Key Stage 2 teacher and the headteacher left, which constrained developmental work. Some policies and schemes of work were formulated but the quality is variable. Some of these have been revised recently. Response to the issues from previous inspection has accelerated since the new headteacher started in January this year. The school is now well placed to address the weaknesses. Whilst the school was deemed to be giving unsatisfactory value for money, it now provides sound value for money.

STANDARDS IN SUBJECTS

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

Performance in	Compared with all schools	Compared with similar schools	Key	
English	D	E	<i>well above average</i>	A
Mathematics	E	E	<i>above average</i>	B
Science	E	E	<i>average</i>	C
			<i>below average</i>	D

The small number of pupils (14) taking part make comparisons with other schools and with previous results in the same school impossible. The results for 1999 are an improvement over 1998 for the 11 year-olds. However, the proportion of pupils achieving the higher Level 5 is well below the national average which means that the spectrum at the end of key stage is not the same as that nationally. Inspection findings are that standards of attainment in English, mathematics and science are likely to reach the national average. Standards of attainment in information technology are below average. In religious education, standards of attainment meet the level expected for this age in the Locally Agreed Syllabus. In physical education and all the other subjects pupils are making satisfactory progress satisfactory, except in design and technology where progress is unsatisfactory.

The 1999 National Curriculum Assessment results for seven-year-olds show an improvement in the standards achieved in reading, writing and mathematics with some pupils reaching the higher Level 3 in reading and mathematics. Inspection findings are that pupils achieve average standards in English, mathematics and science; they achieve satisfactory standards in most of the other National Curriculum subjects. In religious education, pupils' standards of attainment meet the expectations set in the Locally Agreed Syllabus for this age. Standards are unsatisfactory in information technology. Pupils are developing some skills in the subject and these are taught well but they do not have opportunities to develop skills, knowledge and understanding in all the aspects of the programmes of study.

QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	satisfactory	satisfactory
Mathematics	satisfactory	good	good
Science	N/A	satisfactory	satisfactory
Information technology	N/A	good	good
Religious education	N/A	satisfactory	satisfactory
Other subjects	good	satisfactory	satisfactory

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

Teaching is at least satisfactory in 92 per cent of lessons. It is good in 40 per cent of these lessons, which also includes the three per cent which is very good. Eight per cent of teaching is unsatisfactory. The quality is good for mathematics; in all the other subjects it is at least satisfactory. The unsatisfactory teaching occurs mainly in practical work in science. The overall quality of teaching is an improvement on the previous inspection when 85.5 per cent was satisfactory or better and 15 per cent was unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Pupils behave well in lessons, in the playground and around the school.
Attendance	Good; pupils arrive on time and lessons start promptly.
Ethos*	Satisfactory; pupils have good attitudes to their work and relationships are good; commitment to high standards of work is not reflected in all the school practices and procedures, although this is now being addressed through planned development.
Leadership and management	The headteacher has clear educational direction for the school to move forward and in close collaboration with the deputy, staff and some governors has started addressing some of the issues.
Curriculum	Curriculum is broad but there is some imbalance. Policies and schemes of work need reviewing, continuity is less secure. New planning system is effective but assessment is under-developed. Higher attainers do not always have the same equality of opportunity as other pupils. There is insufficient challenge in the curriculum for them.
Pupils with special educational needs	The provision for special educational needs is good and pupils make good progress.
Spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is good and satisfactory for cultural development.
Staffing, resources and accommodation	Satisfactory overall; staffing is appropriate with good level of additional support from non-teaching staff. Accommodation is satisfactory but inadequate in external play space for four-year-olds. Resources are inadequate in mathematics, music, design and technology and short of artefacts in history and religious education.
Value for money	Satisfactory

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

THE PARENTS' VIEWS OF THE SCHOOL

There was a good return of 52.8 per cent to the questionnaire and a small number of parents and a guardian attended the pre-inspection meeting. The following views were expressed by most of the parents.

What most parents like about the school	What some parents are not happy about
IX. Children like school.	XIV. Communications with parents about the school are unsatisfactory but starting to
X. Staff are approachable and complaints are handled well.	
XI. Children are well supported at school.	
XII. Behaviour is good and the school's attitudes have a positive effect on the children.	
XIII. Home school agreements are in place.	

Inspectors support the parents' views of the school. Behaviour and children's self-discipline are good in classes, in and around the school. The school is planning to build on the existing links between school and home and will be working on developing a homework policy. The school has already taken steps to address the parents' concern about keeping them informed of their children's progress and has increased parents' evening meetings. Other strategies are being devised to ensure that parents are fully informed and aware of the school's work.

· **KEY ISSUES FOR ACTION**
·

Raise standards of attainment for higher attaining pupils in English, mathematics and science by:

- XV. providing appropriately challenging work in all the subjects;
- XVI. developing clear criteria for making assessments and using these consistently through the school;
- XVII. using assessments to form a basis for planning of future work.
(*Paras 11, 22, 79,81, 88, 89, 95, 97, 98, 115*)

Raise standards of attainment in information technology by:

- XVIII. producing an effective policy and scheme of work;
- XIX. providing training and in-class support from an external consultant;
- XX. releasing staff from class teaching responsibility to develop information technology teaching skills;
- XXI. monitoring development in the subject against clear success criteria which are communicated explicitly to all the staff.
(*Paras 105, 106, 107, 110*)

Develop appropriate procedures for moderating assessment practice so that clearer and accurate relationships between National Curriculum level descriptors and teachers' judgements are established.

- XXII. compile a range of examples of pupils' work at each level to show the depth and breadth at Levels 1 to Level 5 in English, mathematics and science.
(*Paras 33, 34, 49, 81, 89, 98, 116*)

Additionally, in order to address less significant weaknesses, the governors and the school should include the following in their action plan:

- XXIII. Improve the quality of schemes of work to provide effective guidance in the curriculum starting with the areas identified in the school development plan; (*Paras 28, 49, 89, 99, 116, 126, 129, 134*)
- XXIV. Ensure there is challenge and pace during independent group work in literacy and numeracy hours; (*Paras 23, 75, 78, 79, 88*)
- XXV. Raise teaching confidence in providing practical tasks to improve investigative skills and develop independence in experimental work in science; (*Paras 21, 23, 93, 95, 97*)
- XXVI. Improve research skills in reading; (*Paras 21, 75*)
- XXVII. Provide appropriate opportunities for energetic play for the under-fives through planned play activities using large toys and small equipment in the school hall or/and in a secure area outside; (*Para 70*)
- XXVIII. Improve resource levels for:
 - XXIX. mathematics: measuring equipment - linear, weight and capacity
 - XXX. music: instruments
 - XXXI. design and technology: tools for more advanced work
 - XXXII. religious education and history: a good range of artefacts
(*Paras 57, 90, 116, 126, 104*)

INTRODUCTION

Characteristics of the school

1. St Andrew's C of E Primary School is smaller than the average primary school nationally. It serves the community of Oswaldtwistle, a small township near Accrington. Pupils come from a variety of backgrounds. The majority of the pupils come from the owner-occupied terraced housing in the surrounding area. A small number live in the newer semi-detached houses nearby and about 22 per cent live in council-owned housing. Many pupils are from single parent families. Until recently, the majority of the children started school with limited pre-school experience. Previous baseline assessments show that the attainment of children entering school was below average. In the previous inspection, attainment on entry to the school was judged to be below average. However, increased nursery provision at nearby local schools has meant that about 50 per cent of this year's intake have come with valuable pre-school experience. Attainment on entry to the school this year is generally average. This is confirmed by inspection evidence and baseline assessments.
2. The school has 135 pupils on roll. It has the capacity to admit 20 children in the reception class each year. However, the number of 11 year-olds varies from one year to the next. There were 12 pupils in Year 6 in 1996, 20 in 1997, 18 in 1998 and 14 in 1999. Demand for places has grown significantly and there is a long waiting list. The school has been given a grant to build two additional classrooms which are expected to be ready for the next academic year. The proportion of pupils eligible for free school meals at 20 per cent is similar to the national average. The school has 20 pupils registered as having special educational needs, three of whom have a Statement of Special Educational Need. The school staff consist of five full-time and one part-time teacher, two part-time nursery nurses, two special needs support assistants and two other support assistants.
3. The school has recently revised school aims and formulated a mission statement. The school states its intention to equip pupils for the challenges of the 21st century; have the highest of expectations in academic, social, moral, spiritual, sporting and recreational achievements; provide a secure and stimulating environment in which all individuals are valued; strengthen links between home, school and the wider community; foster close association with the church and promote spiritual development and Christian values. Due to a considerable number of staff changes since the last OFSTED inspection, the school has recently addressed immediate priorities identified from the audit of need carried out by the newly appointed headteacher. The school has identified in its development plan its priorities for the next period of growth. These include: improving standards in information and communication technology [ICT]; developing assessment practice; reviewing policies and schemes of work; promoting spiritual development; extending the monitoring of teaching and curriculum development and setting achievable targets for improvements in standards of attainment in the core subjects.

3. **KEY INDICATORS**

3. **Attainment at Key Stage 1¹**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for latest reporting year:	1998	13	8	21

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	5	10
	Girls	6	6	7
	Total	16	11	17
Percentage at NC Level 2 or above	School	80 [82]	55 [77]	85 [95]
	National	80	81	84

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	9	13
	Girls	7	6	7
	Total	18	15	20
Percentage at NC Level 2 or above	School	90 [88]	75 [82]	100 [94]
	National	81	85	86

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	9	9	18

3. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	6
	Girls	7	5	6
	Total	12	10	12
Percentage at NC Level 4 or above	School	63 [71]	53 [71]	63 [57]
	National	65	59	69

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	4	4
	Girls	4	4	4
	Total	7	8	8
Percentage at NC Level 4 or above	School	37 [71]	42 [71]	42 [71]
	National	65	65	72

3. **Attendance**

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

		%
Authorised Absence	School	3.78
	National comparative data	5.7
Unauthorised Absence	School	0.75
	National comparative data	0.5

3.

3. **Exclusions**

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

	Number
Fixed period	3
Permanent	0

3.

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	3
Satisfactory or better	89
Less than satisfactory	8

²

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

3.

3.

PART A: ASPECTS OF THE SCHOOL

3.

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

3.

Attainment and progress

1. Children start in the reception class with attainment levels that are generally in line with the expectations for this age. Children make satisfactory progress and are on course to reach the nationally recommended desirable learning outcomes by the age of five. Most five year-olds attain average standards in language and literacy, mathematics and creative development. They attain good standards in personal and social developm

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2. In the 1998 National Curriculum tests for seven-year-olds in English, the proportion of pupils reaching the expected Level 2 was close to the national average in reading and was well below in writing; no pupils achieved the higher level in reading or writing. In mathematics the proportion of pupils reaching the expected Level 2 or higher was close to the national

average but the proportion reaching the higher level was well below the national average. Comparing the averages of the school's test data with all schools, attainment in reading was well below and in writing it was very low. When compared with similar schools, attainments in reading and mathematics were well below average and in writing it was very low. Trends in attainment over the last three years show that standards

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but pupils
continue

to underperform at the higher level. There is good improvement in mathematics. The national literacy strategy is implemented consistently.

3. Standards have started improving after a period of instability. In the previous inspection a significant proportion of teaching in upper Key Stage 2 was unsatisfactory; this had a negative impact on standards of attainment. In response to the key issue related to weaknesses in teaching at Key Stage 2, the school provided an extensive

program
me of in-
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training,
in-class
support
and
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advice for
Key
Stage 2
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This had
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Stage 2.
This was
followed
by a
period of
staff
changes
and

supply teachers were used whilst permanent staff were being appointed. The pace of developmental work was constrained. This had an adverse impact on the quality of work being produced.

Standards in 1998 were depressed. The National Literacy Strategy has been consistently implemented across the school. Pupils spend a high proportion of their time each day in activities related to literacy development. The opportuni

ty of reading in a group every day has benefited reading development across the school and writing skills are improving. However, the small number of pupils who take part in the tests makes meaningful comparisons with national information in any one year less reliable.

4. Inspection evidence shows that by the end of Key Stage 1, attainment in all the aspects of English is average. Pupils listen attentively and respond appropriately to questions in lessons. They read simple texts from

commercial reading schemes with growing fluency and accuracy but use limited strategies to decode unfamiliar words. They construct simple narratives, use their writing skills appropriately in other subjects and spell simple words accurately. Pupils' attainment in mathematics is in line with the average nationally. But the higher attainers are less likely to reach the higher level. Pupils name three-dimensional shapes, they

explain how to construct a simple bar chart and complete number operations quickly with accuracy. In science they know the differences between the properties of everyday materials and know different weather conditions. In nearly all the other subjects pupils' standards of attainment are in line with what is expected for this age. In information technology they do not attain the expected levels of competence in all the aspects of

the subject. In religious education they reach the expectations for this age in the Locally Agreed Syllabus.

5. In the 1998 National Curriculum tests for eleven-year-olds in English, the proportion of pupils reaching the expected Level 4 or above was close to the national average. In mathematics and science it was below the national average. No pupils achieved the higher Level 5. Comparing the averages of the school's test data with all schools, attainment in English, mathematics and science was

below average. When these averages are compared with those of similar schools (schools which have a similar proportion of pupils who are eligible for free school meals), they show that attainment in English, mathematics and science is well below average. However, results for 1999 are an improvement over 1998. The small number of pupils (14) taking part makes comparisons with other schools and with

previous
results
impossibl
e.

6. Trends in attainment over the last three years show that attainment in English, mathematics and science improved significantly and pupils achieved average standards in 1997 but attainment was below average in 1998. There has been some improvement in the 1999 results. The school has set feasible targets for improvements in English, mathematics and science and is now in a secure position to make steady progress towards them. The good quality of teaching

in Years 6 is beginning to have some impact. Overall, the performance of boys was slightly above the performance of girls. This was not confirmed by inspection evidence.

Inspection evidence shows that 11 year-olds reach average standards in English and mathematics; in science it is close to national average. However, the proportion of higher attainers reaching the higher Level 5 is very low and the spectrum at the end

of the key stage does not match that nationally

. Attainment in physical education and religious education is average for the pupils' ages.

Attainment in information communications technology is below the standards usually found at the age 11.

Standards in literacy and numeracy are at the expected level but standards in investigative skills are low.

7. Findings of the inspection are that the attainment in English meets national expectations. Pupils exchange ideas in groups and present their

findings to the rest of the class with confidence and fluency showing an appropriate command of language. Pupils read a wide range of texts with understanding. They discuss what they have read confidently. Pupils use their writing skills for a range of purposes and produce imaginative and descriptive pieces of writing. Handwriting is well formed and work is neatly presented. In mathematics, 11 year-olds develop a sound understand

ding of numbers.

They round whole numbers to the nearest 100 and 1000.

They identify different types of triangles.

They develop their understanding of rotational symmetry through solving problems.

In science, 11 year-olds know about the harmful effects of drugs; why people need to take medicines .

They know that the heart is a muscle and pumps blood.

They express their scientific ideas using an

appropriate range of science vocabulary but are not confident about conducting a fair test. Pupils do not reach the expected standard in information communications technology but are currently making steady strides in the development of skill in the use of a range of software. Pupils reach satisfactory standards in other subjects except in design and technology where the level reached by most pupils is below expectations for

this age.
In
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reach the
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8. The under-fives make sound progress in all the areas of learning and often make good progress in developin
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world;
they settle
in quickly
and work
and play
well
together
with other
children.
Pupils in
both key
stages
make

steady progress in most of the subjects except in information communication technology. At Key Stage 2, pupils make unsatisfactory progress in design and technology and music. Throughout the school, the higher attaining pupils are frequently presented with less challenging tasks, which adversely affects their rate of progress. No variation in progress or attainment between girls and boys was seen during the inspection

9. The progress made by pupils with special educational needs is good in both key stages. Pupils on the special needs register are well supported by the teachers and the support staff. The additional support for pupils with a Statement of Educational Need is well targeted and they make good progress towards the targets set for them. Individual education plans are appropriately matched to pupils' needs and appropriately monitored. Pupils with special educational needs are well integrated

in the classes and benefit from the work done in the numeracy and literacy hours. They participate confidently; the repetition in these lessons and additional resources contribute effectively to their progress.

12. **Attitudes, behaviour and personal development**

10. The pupils' behaviour and their relationships with each other and with their teachers are good. The pupils demonstrate positive attitudes to their work. They are interested in their work and well motivated to apply themselves to the tasks set for them. They concentrate well and co-operate with their teachers, assistants and each other. In the best lessons their enthusiasm, confidence and willingness to persevere enhances the progress they make. Pupils are keen to answer the teachers' questions and make thoughtful, relevant contributions to discussions. In the lessons observed the pupils' responded in a positive way, in the majority of lesson the responses were judged to be good.
11. The school is an orderly community where the pupils' good behaviour reflects the high standard expected by teachers. In the playground they play harmoniously together and are sensitive to the needs of others. The pupils relate well to adults and work hard to please their teachers. They develop an understanding of right and wrong and are well mannered, courteous and friendly. Pupils share and take turns with equipment and move sensibly around classrooms and between different areas of the school. They respect the property of the school and that of other people and maintain school routines with very little intervention from adults.

12. The pupils' personal development is satisfactory. When provided with the opportunity the pupils are willing to take responsibility for tasks around the school. However, the situations when this can occur are too limited. In most of the lessons observed, the pupils were able to organise themselves without fuss and were happy to prepare for and clear away activities, helping each other when appropriate.

13. Opportunities are provided for the pupils to become involved in the local community. They take part in celebrations in the local church; they visit an old people's home to sing carols.

16. **Attendance**

14. Attendance has improved since the last inspection. It is now above the average for primary schools nationally. Parents have responded well to recent requests about informing the school when their children are absent. Effective monitoring has reduced unauthorised absence and levels are now significantly lower than the national norm. Pupils arrive on time and lessons start promptly.

17. **QUALITY OF EDUCATION PROVIDED**

17.

Teaching

15. The quality of teaching is satisfactory or better in 92 per cent of lessons and makes satisfactory contribution to pupils' attainment and progress. In over two fifths of the lessons it is good and very good in three per cent. Teaching

is unsatisfactory in eight per cent of the lessons. The best teaching occurs in upper Key Stage 2 classes. Teaching ranges from good to satisfactory in all the other classes. Unsatisfactory teaching generally occurs during practical work in science. Teaching is generally good in mathematics and in information technology. It is satisfactory in all the subjects. There is some lack of confidence in teaching music at Key

Stage 2.

16.

These figures are an improvement on the quality of teaching found at the time of the last inspection when 82.43 per cent was satisfactory or better and 18.57 per cent of the teaching was unsatisfactory; the main weaknesses occurred in the upper Key Stage 2 classes. In response to addressing these weaknesses, the school provided an extensive range of in-service training and in class support to the staff

involved.
There was also some external support to improve the quality of teaching and the quality of the curriculum provision. This resulted in good improvements in standards of attainment. Seven-year-olds' attainment was average in reading and mathematics and below average in writing. The 11 year-olds attainment was average in English, mathematics and science. However, the staff changes occurred during

this period and was followed by a number of supply teachers teaching the older pupils. Scrutiny of past work showed some repetitive work, copying of texts and the frequency of work being low during this period.

17.

The overall quality of teaching is satisfactory for the pupils who are under-five, with 40 per cent of the teaching being good. Provision for pupils' personal and social development, creative developm

ent and teaching of the knowledge and understanding of the world are good. Teacher and support staff have sound knowledge of how young children learn. They plan an appropriate range of activities which match the needs of most of the children, though there is on occasion a lack of challenge for the higher attaining children. When working alongside Year 1 pupils, due regard is given to providing suitable work for the

younger children. Generally work is more aimed at the under-fives than at the level appropriate for Year 1. Under-fives fully participate in the literacy and numeracy sessions and benefit from the range of activities within these lessons. However, sometimes the youngest four-year-olds sit on the carpet for group work for too long and lose opportunities to explore their own ideas. The teacher and support staff make good use

of questioning techniques. Timely interventions and good quality interaction between staff and children consolidate and extend learning. When teaching is most effective children are presented with stimulating and challenging activities which generate interest and enthusiasm.

18.

Teachers'

subject knowledge is sound. They understand the learning needs of the pupils. The recent in-service training

in
informati
on
technolog
y has had
a positive
impact on
improvin
g teacher
confidenc
e and
teaching
of
informati
on
technolog
y is good.
In the
last
inspection
, at Key
Stage 2,
teachers'
subject
knowledg
e was
insecure.
There is
now a
significan
t
improvem
ent in this
aspect of
the
school's
work.
The best
teaching
was seen
in Years
5 and 6.

However,
there is
some lack
of
expertise
in
developin
g
practical
skills in

the core subjects. The implementation of the literacy strategy and the introduction of the numeracy strategy have raised awareness of the range of skills to be developed, though research skills in English are under-developed and problem solving skills in number are included in the numeracy hour with growing skill. The teaching of investigating, experimenting and recording of findings in science is not done effectively

y, which adversely affects pupils' progress in science.

19.

The overall quality of planning is satisfactory. The new planning system provides a secure framework and is used consistently through the school. Planning provides an appropriate coverage of the programmes of study in all the subjects except in design and technology at Key Stage 2. The school has achieved consistent implementation of the

literacy strategy and appropriately prepared for the numeracy strategy. Objectives in lessons are clear and are well communicated to pupils. Teachers have appropriate expectations for most of the pupils but higher attainers generally experience some under expectations, particularly in Key Stage 2. Teachers provide work which matches the needs of pupils with special educational needs. Where lessons are a continuati

on of
previous
work,
teachers
revise and
consolida
te
previous
learning
well
before
moving to
the next
step; this
is
particular
ly
effective
in Years
5 and 6.
Teachers
often plan
a use of
stimulus
when
starting a
new topic
and
frequently
provide
planned
concludin
g sessions
to revisit
key
points
and check
understan
ding.

20.

For a small school,
classes
are
organised
in mixed
age
groups,
except for
Year 6.
Pupils are
generally
grouped

by ability into classes with lower attainers from one year grouped with the lower age group. The organisation of teaching Year 6 pupils in a single age group with smaller numbers since the beginning of 1998 academic year has had a positive impact on the standards of attainment in Key Stage 2. Teachers use appropriate questioning techniques to assess pupils' knowledge or to extend their learning. They give

clear instructions and expositions are generally good. Teachers employ an appropriate range of methods and strategies which generally matches learning objectives .

However, in Key Stage 2, strategies for independent work are less effective, pupils are sometimes given unclear instructions and on occasions pupils mark time by colouring, cutting and pasting pictures on worksheets. There is insufficient monitoring

g of
pupils'
work
during
these
sessions
and
pupils are
too
frequently
left to get
on. The
organisati
on and
methods
deployed
in
experime
ntal work
are
ineffectiv
e in
developin
g pupils'
investigat
ive skills.
For
example,
a Key
Stage 2
lesson
aimed at
conductin
g a fair
test by
investigat
ing the
strength
and
flexibility
of
different
kinds of
papers
was
ineffectiv
e in
helping
pupils to
plan and
implemen
t a fair
test

successfully.

21.

Management of pupils is good and results in good behaviour .
Teachers' intervention is well timed and generally helps pupils to stay focused on task. Their interaction with groups and individuals takes place in a gentle caring manner which effectively sustains good relationships. In lessons where teaching is most effective, the pace is brisk but overall lessons move at a steady pace. However, teachers seldom

give responsibility to pupils and most of the organisation is done by themselves, though in most classes pupils willingly help tidy up the rooms at the end of teaching sessions; pupils are rarely encouraged to show initiative, and strategies for developing independence are limited.

22.

Teachers are beginning to apply early identification procedures to assess the special educational needs of pupils and provide appropriate work

for them.
Special
education
al needs
pupils are
well
integrated
within the
classes
and are
confident
when
working
with other
pupils in
the class.
For
example,
in Key
Stage 2,
pupils
were
given
appropria
tely
challengi
ng work
which
they
discussed
with the
visitor in
the class.
They
drew
scalene
and
equilatera
l triangles
on the
board as
a
demonstr
ation for
the whole
class,
which
reinforced
their
understan
ding;
pupils
with

special
education
al needs
made
good
progress
in that
lesson.
Teachers
work
closely
with the
support
staff and
use their
time
efficiently
to
maximise
the
additional
support
provided
by the
school.
Pupils
identified
as having
special
education
al needs
are well
settled
and
develop
confidenc
e; most
have
growing
self-
esteem
and make
good
progress.

23.

Teachers know their
pupils
well and
often use
this
knowledg
e to adapt

their teaching and response in lessons to the different levels of attainment in the class. They provide evaluative feedback and make constructive comments in lessons which help pupils to improve their work. These informal assessments are generally used to inform planning which is often focused on the average attains. Some homework is used.

26. **The curriculum and assessment**

24. The curriculum for children under five is broad and balanced and forms a secure basis for the National Curriculum. Planning for under-fives is satisfactory. Clear targets are set and staff ensure that children have access to the opportunities provided. The school provides a curriculum that forms a satisfactory basis for teaching and learning. The school's aims for curriculum provision are

clear. These aims are now on course to being translated into practice. It offers a broad curriculum but there are still some imbalances in the subject coverage, planning and teaching in aspects of information technology and design and technology. In information technology pupils are presented with appropriate opportunities for word-processing skills but insufficient opportunities are provided for data handling, work on spreadsheets and control technology. In design and technology, all the programmes of study are not covered in sufficient depth and breadth. The school is well on course to addressing these deficiencies.

25. At the time of previous inspection the school was in the process of identifying weaknesses in the curriculum which was lacking in the appropriate breadth and balance in music and design and technology at school level and science, history, geography and art at Key Stage 2. These contributed to inconsistencies in the teaching across key stages and the lack of continuity and progression in the learning of some pupils. In response to the key issues raised, the school targeted in-service training and in class support to address the issue of planning and teaching in Key Stage 2, which resulted in good gains by the pupils and the National Curriculum test results in 1997 were significantly improved in the core subjects and standards of attainment were average. A number of curriculum policies have been formulated or updated since and these are of varying quality. The best policies provide staff with guidance about the way subjects should be taught. However, some of the policies are just a list of topics to be covered in both key stages.
26. The school has a satisfactory overall plan that shows when each aspect of the different subjects of the National Curriculum and religious education will be taught to the pupils. The plan identifies, for most subjects, a number of topics or themes through which the pupils are introduced to the nationally prescribed programmes of work. Detailed half-termly plans that describe what pupils need to learn, and the activities through which they will be taught, support the overall plan. Most planning is matched to the age range within each class but is not always matched to the needs of pupils within each age range. During the inspection the teachers' day-to-day planning was of a satisfactory quality in meeting the needs of most pupils in the class, including those with special educational needs, but did not pay sufficient attention to the needs of the higher attainers. The best planning identified the ways that the particular subject would be taught, for example, through direct teaching, independent pupil work or practical investigation. A very substantial proportion of teaching time is devoted to the teaching of literacy and numeracy. The National Literacy Strategy has been appropriately and consistently implemented in all years, and is having a positive effect on pupils' literacy development, in particular, on their reading development. The school has also been implementing the National Numeracy Project satisfactorily and this is beginning to impact well on pupils' development of numeracy skills.
27. A strength of the school's provision is the way staff enrich the presentation of the curriculum by planning visits and involving experts. For example, during the inspection, in geography the Year 1 and 2 pupils were undertaking a study of the local area. Good use was being made of a walk through the town to develop the

pupils' skills in map making. A number of photographs had been taken whilst the group were in the town and these were used to good effect to help pupils understand how maps could be related to real life. The work produced from the visit was of a good quality and indicated that this experience deepened pupils understanding of the concepts, reinforced their knowledge, and extended the use of geographical vocabulary. The oldest pupils in the school are involved in a residential visit to a youth hostel. A good range of extra-curricular activities provide enrichment of the curriculum which impacts well on attainment in physical education, social and personal development.

28. The school makes good provision for teaching about the harmful effects of drugs through its science programme. It effectively provides for health education and sex education. This is good improvement since the last inspection when the school had identified these areas as requiring development

29. Generally, most pupils regardless of gender, race or socio-economic circumstances are given the same opportunities but insufficient care is taken to ensure that the needs of the higher attaining pupils are always met adequately. The school provides well for pupils with special educational needs. The procedures for early identification are implemented consistently. Support includes the appropriate match of tasks to the individual needs of the pupils both in class and in withdrawal groups. Pupils are assessed regularly. The Code of Practice for the Identification and Assessment of Special Educational Needs is followed appropriately.

Assessment

30. Procedures for assessment are generally satisfactory. Sound procedures are in place for assessing English and mathematics but practice in science and other subjects is variable and generally under-developed. Regular assessments to inform short-term planning are an inconsistent feature of general practice through the school, except in the reception/Year 1 class where regular assessment is used to inform planning. Work for higher attainers is not always well matched and this adversely affects their rates of progress. Baseline assessment procedures and data are used effectively to inform planning. Teachers use standardised reading tests, assessment activities from commercial schemes of work, and end of unit assessments to inform medium-term planning.
31. The school's current arrangements for the administration of end of key stage assessments and reporting to parents meet statutory requirements. End of year reports are of a variable quality and generally give indications of what pupils do well. The most effective reports indicate what pupils must do in order to move on in their learning. However, such comments are not provided consistently through the school in all subjects. There are some inconsistencies in the final assessments of attainment levels. There is little effective moderation of pupils' work. Although there is a collection of some pieces of English work, there are no portfolios of pupils' work to aid moderation. There are no opportunities for teachers to discuss marked work with each other to reach agreements on National Curriculum levels. This has resulted in teachers' lack of confidence in assessing work at appropriate levels and caution when making final assessments.
34. **Pupils' spiritual, moral, social and cultural development**
32. The school continues to be successful in promoting pupils' spiritual, moral, social and cultural development. The provision for pupils' spiritual, moral and social development is good and satisfactory for cultural development. This reflects the judgement made at the time of the last inspection. It reflects the school's Christian basis and makes a positive contribution toward a calm and caring ethos of the school.
33. Provision for pupils' spiritual development is good. The school provides ample opportunities during assemblies for pupils to reflect on their own lives and those of others. The assembly theme during inspection week was based around Remembrance Day and pupils were encouraged to think about those who gave all that was possible to give during this century's conflicts. Pupils support a number of local, national and international charities, such as National Children's Homes and Red Nose Day and so have opportunities to think of those less fortunate than themselves. Pupils say prayers in assembly and at the end of the day and sometimes write their own prayers. These occasions use quiet reflection, stories and hymns to encourage spiritual insights. The school is working towards further improving this provision.

34. The school's provision for moral development is good. The consistent application of the school rules by all the staff ensures a good framework for the pupils' moral development. The approach towards good standards of behaviour and the behaviour policy has a positive effect on these. Staff set good examples of patience, tolerance and good humour. Pupils have clear knowledge of what is right and wrong and abide by the rules. They willingly accept decisions and know that systems of reward are based upon fairness and a willing acceptance by pupils that merit has been earned. The school also positively promotes good behaviour and effort through a system of house points and certificates.
35. Provision for pupils' social development is good. Relationships between teachers and pupils and pupils themselves are usually of a good quality and founded on mutual respect. Pupils are encouraged to work together co-operatively, for example, when practising ball skills in physical education or working at computers. Many older pupils know how to share tasks in order to complete them effectively. Social awareness is also encouraged through participation in community activities such as the local carnival and sporting events against other schools. Older pupils develop their social awareness when taking part in extra-curricular activities and team spirit and social responsibility are fostered well during a residential visit to Ingleborough.
36. The school's provision for cultural development is satisfactory. Pupils increase their awareness of their own cultural heritage through history as they learn about events that have shaped our country. In English, pupils encounter a range of authors and samples of their work, including more 'traditional' authors such as Anna Sewell. Older pupils meet a range of moving war poems from the First World War. There has been a visit from a small drama group, giving pupils first hand experience of live theatre. In art, pupils study the work of some famous western artists and a small sample of art from other countries. Although different music is played as pupils enter and leave assembly, they have little opportunity to listen actively to it, or to learn more about its performers or composers. Pupils learn about some of the values and beliefs of other world religions as part of their studies in religious education but there is too little work planned to give pupils access to the richness and diversity of cultures other than their own.

Support, guidance and pupils' welfare

37. Provision for pupils' support, guidance and general welfare remains sound and continues to contribute to the quality of their education. Pupils are secure and happy in their work and play, and all adults work well together to provide a caring and supportive environment for them. Children under five and their parents are introduced into the school with understanding and given clear guidance about its routines and expectations. Pupils in Year 6 are prepared effectively for the next stage of their education. Almost all parents believe that their children like coming to school and are well supported by staff
38. Procedures for monitoring pupils' personal development are mostly informal, but effective. Praise and rewards are used appropriately to encourage effort and good

behaviour, and significant achievements are celebrated in a variety of ways. Systems for tracking pupils' academic progress and achievements as they move through the school are newly in place and not yet having any impact. Provision for pupils with special educational needs is generally good, and they make good progress towards their individual targets.

39. The school has good procedures for promoting high standards of behaviour and discipline that are followed consistently by all members of staff. Rewards and sanctions are used fairly, and simple, but effective, rules ensure pupils' thoughtful and orderly conduct around school. Procedures for dealing with bullying are not formalised.
40. Registers are called efficiently at the start of sessions and maintained properly. They are monitored regularly, and satisfactory arrangements are in place to investigate any unexplained absence. Levels of attendance are reported appropriately to parents.
41. Procedures that ensure pupils' general well-being, are satisfactory. Local authority guidelines have been adopted for child protection and the headteacher has designated responsibility for liaising with outside agencies. A suitable health and safety policy is in place and governors are involved in its implementation. Standards of cleaning are very high and the building is in good repair. Pupils are supervised carefully throughout the day, and lunch-time arrangements are well managed. As a result the school functions as a calm and orderly community. Arrangements for dealing with accidents and illness are satisfactory, although some parents indicate that they are not always informed when their child has been involved in an accident. Emergency equipment is serviced regularly and there are fire drills each term. The school, however, is unaware of the exact status of the footpath which crosses the site, and has no plans in place to ensure that it is appropriately segregated or closed.

Partnership with parents and the community

42. The partnership with parents has declined since the last inspection, but remains broadly satisfactory. Parents are welcome in school, but at present very few work in classes. Some, however, have expressed an interest in doing so. Parents are encouraged to support their children's learning through the work they do at home, and are generally satisfied with the level of homework set. A clear home-school agreement is in place and has been sent to parents. The Parent Teacher Association is an active group that gives generous support to the school. Recently for example, it has donated computer equipment and also subsidises outings in the summer term.
43. Overall, communications with parents about the progress that their children make are now unsatisfactory, but are starting to improve. Concerns raised by parents who feel that they are not adequately informed about their children's progress are also being addressed. There are now two consultation evenings each year, with the additional meeting scheduled to take place in the autumn term. Following comments made at the Parents' Meeting, the head- teacher has

initiated plans to provide information about the current topic being covered and give advance notice of the work done in class. Pupils' written annual reports, however, do not meet statutory requirements due to information technology and design and technology being reported together. The reports rarely contain targets for improvement. On-going correspondence keeps them well informed about life in the school. Parents find the school is approachable if they have any worries or concerns, and most consider that any matters raised are handled well. The prospectus is satisfactory but the governors' annual report lacks several items of necessary information. Communications with parents of pupils with special educational needs is satisfactory.

44. Good links have been sustained with the local community since the last inspection and continue to have a beneficial effect on pupils' learning. Educational visits to places of interest and visitors to the school, such as musicians and theatre groups, extend the work pupils do in class and provide first-hand experiences for them. Pupils in Years 5 and 6 gain confidence from residential visits. There are regular sporting links with other schools in the area and, occasionally, pupils entertain senior citizens. Support for charity enhances their awareness of the needs of others. The school successfully attracts donations and sponsorship from local business and provides work experience opportunities for local students. Pupils are involved in celebrations at the local church, they also visit an old people's home to entertain them particularly at Christmas.

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

47.

Leadership and management

45. The school's leadership and management are satisfactory. The headteacher has been in post since January 1999. At selection, governors correctly identified some of the necessary skills which fit this school well. Consequently, there is good leadership in some important aspects. The school has recently formulated a mission statement and revised its aims in conjunction

with the statement. There is an explicit emphasis on raising standards of attainment and quality of education. The headteacher has a clear view of how the school needs to develop and has, since his appointment, sought consistently to involve staff in the development of policies and practices to improve standards and work towards achieving the overall aims. This has been a particularly demanding task as the school has had a period of unsettled leadership. As a result of recent initiatives the staff are now beginning to work as a team and have a sense of purpose to raise standards. The headteacher has been successful in fostering a climate that is receptive to change and this has been particularly effective in

extending the role of the co-ordinators.

46. At the time of the previous inspection, staff were allocated into two groups focusing on art subjects or the science subjects. The responsibility was seen as being corporate, so that individual teachers did not have specific subject co-ordination responsibilities. Consequently the expertise in curriculum development at school level is generally underdeveloped. Co-ordinators are in the process of reviewing policies on a rolling programme according to agreed priorities. Some of the accompanying schemes of work require further attention as they lack clarity of when and how the curriculum is to be delivered. It is essential that clear criteria for assessment are built into these documents to ensure progression in all aspects of

the curriculum and that the needs of individual pupils are met, in particular so higher attainers make progress at the appropriate pace.

47. Evaluation of classroom practice has been recognised as an area for improvement. The headteacher effectively monitors curriculum provision by reviewing teacher planning. Having teaching responsibilities for a class, he is closely in touch with every aspect of school life. The school has reduced the teaching commitment of the headteacher from 0.5 to 0.4. This enables the headteacher to monitor teaching in other classes and provide some release time for co-ordinators to monitor standards and support teachers in the classrooms. However, this initiative is at an early stage of development but the school is

on course to achieving the objectives.

48. Some progress has been made in the analysis of assessment data and there is a growing sense of purpose and direction. An outline policy statement has been formulated, which requires further attention. Work on developing assessment and recording to inform planning is included in the school development plan. All staff are now involved in producing the school development plan which is a useful working document. This is a significant improvement from the last inspection. Realistic targets have been identified and progress to meeting these targets is effectively monitored by the headteacher. All staff have appropriate responsibilities for developing the work of the school.
49. The governing body, which has a relevant committee structure, is very supportive of the school.

Individual governors have a high level of commitment and through appropriate committee structure fulfil many of the statutory duties of the governing body. The school makes good provision for pupils with special educational needs. Procedures for identifying and meeting the needs of pupils with special educational needs are now in place and the school meets the Code of Practice requirements. Good links are maintained with outside agencies. The school meets all legal requirements except those relating to the governors' annual report to parents.

52. **Staffing, accommodation and learning resources**

50. As noted in the previous report, the school has an adequate numbers of suitably qualified and experienced teachers to meet the needs of all the pupils and the requirements of the National Curriculum. Since the previous inspection there have been many staff changes: three new teachers from a staff of six teachers. The period of transition between teachers leaving the school and newly appointed staff taking up their posts was bridged by using a number of supply teachers on a casual basis, mostly in the Key Stage 2 classes. This

situation has had a negative impact on the quality of work produced by the pupils during that period.

51. Teachers have taken part in a number of courses designed to increase their knowledge, understanding and confidence in a number of subjects, including information and communications technology, a deficiency noted in the previous inspection. There is a satisfactory number of support staff who also take part in a good range training to develop their ability to support pupils with specific needs. This has helped to increase their effectiveness in classrooms. The school was recently accredited as an 'Investor In People'.
52. Appraisal procedures are in place. Appraisal outcomes are linked effectively to priorities in the school's development plan. This forms an appropriate basis for providing staff development opportunities, which has improved teacher expertise and raised their confidence in subjects such as information and communications technology. Appropriate procedures for disseminating training outcomes are in place. There are good procedures for the induction of new teachers; these are well implemented.
53. The school, overall, has satisfactory accommodation for the number and age of pupils and the range of subjects taught. The stage has been creatively converted to a classroom for Year 6 pupils so they can benefit from being taught as a single year group. The small library is underused as a base for personal study, except for Year 6 pupils who use it as an overspill area. The hall is of a fair size for the number and age of pupils in each class at the moment. The school's accommodation is kept clean and provides a pleasant working environment. There is a hard surfaced playground of a satisfactory size but no separate play area for children under five who have the same playtime as other pupils. Although this has positive benefits for aspects of their social development, it restricts their opportunities for physical and creative development.
54. There has been an insufficient improvement in resources since the last inspection. There are still deficiencies in the resources for teaching in some. For example, there is insufficient measuring equipment in mathematics, a shortage of artefacts for history and religious education, a lack of tools and materials for design and technology and not enough percussion instruments in music for a full class lesson. However, there have been some improvements and resources are now satisfactory in information and communications technology and geography. The library is underused as a resource for teaching information retrieval skills and many of the books, including fiction, are in a scruffy condition. Resources in other subjects are satisfactory overall.

The efficiency of the school

55. Sound procedures are in place to prepare the annual budget. The headteacher and the finance subcommittee together set the annual budget which is approved by the full governing body. Educational developments are supported through careful financial planning based on the needs of the school as identified in the

management plan and in the action plan from the last inspection. For example, budget allocation of 6.13 per cent was made for learning resources compared with the 4.1 per cent allocation in schools with similar income per pupil nationally. This addressed the concern raised in the last inspection to some extent. The budget allocations are prudent, well targeted and with an element of flexibility. The carry over from the last financial year released by lower staffing costs has been well used to provide 0.1 additional teacher time for monitoring and curriculum development. Funding provided for special educational needs is effectively allocated. Specified funds for staff development and other grants are used and monitored appropriately. The funds raised by the school and parents are well targeted to support the work of the school and to enhance resources.

56. In response to the key issue from last inspection about raising standards in upper Key Stage 2, the governing body in collaboration with the previous headteacher appropriately targeted funds to improve the provision for older pupils. They created additional space by converting the stage in the hall into a classroom. Year 6 pupils are taught as a relatively smaller single age group. This has impacted well on the work in the upper Key Stage 2. The teachers are well deployed. The learning support assistants are well used and make a valuable contribution to the progress of pupils with special educational needs. The headteacher who is also the special needs co-ordinator allocates the extra 0.1 teaching time to subject co-ordinators in an order of priorities which link well with the school development objectives. The available resources in school are used efficiently to promote learning. Accommodation is used effectively for teaching the National Curriculum and meeting other requirements
57. Financial control and administration are satisfactory. A small group of governors are actively involved in financial decision-making processes and are engaged in all aspects of the local management of schools. There are clear terms of reference. The school has made good arrangements for external financial advice to set up the current procedures. The internal audit was carried out two years ago and the recommendations of the report have since been addressed effectively. Scrutiny of records shows that all financial matters are handled appropriately and up to date records are maintained efficiently. The school office has due regard for value for money when spending on services and supplies. Office routines and procedures are efficient. The school secretary is welcoming and the school runs smoothly on a day-to-day basis.
58. Pupils enter the school with average standards of attainment and socio-economic circumstances. Most pupils sustain satisfactory rate of progress except for higher attainers who are not always sufficiently challenged and experience some under-achievement. The pupils with special educational needs progress at a good rate. Teaching is at least satisfactory with a significant proportion being good, though there are some weaknesses too. The cost of educating each pupil is about average compared with other primary schools nationally. Taking all of these considerations into account, the school provides satisfactory value for money, which is a significant improvement from the last inspection when the school was deemed to be giving unsatisfactory

value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

59.

The school admits up to 20 children into the mixed age reception/ Year 1 class at the beginning of the autumn term in the year they are five. In reception/ Year 1 class there are currently 16 under-fives who attend full-time. Children are admitted in small groups of five each day of the first week to ease transition and for the teacher to assess all the under-fives in the first week. Many of

the under-fives were just four-year-olds when they started school.

At the end of the reception year most of the higher attaining five-year-olds are transferred to the next class and the rest complete the Year 1 with the new intake.

These arrangements operate on a yearly basis.

All children are expected to attend full-time from the start and options for part-time attendance for some children are not offered.

Most children

enter class 1 with attainment levels expected for this age. This is confirmed by baseline assessments and inspection evidence. About 50 per cent come with some nursery or playgroup experience. Many older children who come with previous experience show good grasp of pre-number and pre-reading skills. Children settle into class routines quickly and soon become used to sharing equipment and taking

turns.
Many are familiar with popular rhymes and songs and join in class singing sessions enthusiastically. A few take longer to settle and are well supported by support staff in small group settings.

60.

There are appropriate policy statements for various aspects of the early years provision. Detailed planning guides the work for the under-fives; it is based on the 'Desirable Learning Outcomes' and well linked to the Key Stage 1 National Curriculum

m
program
mes of
study
which
form the
basis of
planning
work for
Year 1
pupils in
the class.

Children'
s
individual
progress
is
recorded
systemati
cally and
used to
inform
planning.
The
nursery
nurse and
support
staff are
actively
involved
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supportin
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planning,
teaching,
and in
assessing
children.
They
make a
positive
contributi
on to the
work with
under-
fives.
Satisfacto
ry
transition
arrangem
ents
before

entry are in place. Parents are informed of the baseline assessment outcomes before the parents' meeting generally held in October each year. They are encouraged to discuss their child's progress and attainment.

61.

The quality of teaching is satisfactory overall and in some lessons it is good. Teaching of knowledge of the world is good. The teacher has sound knowledge of how young children learn and is sensitive

to the individual circumstances of the children, which contribute effectively to children settling down quickly; forming good relationships and being responsive to what is being offered. There are appropriately detailed plans which are differentiated for different age groups. An appropriate range of activities is planned to cover most of the areas of learning but these are mostly teacher-directed and opportuni

ties for children to choose for interest are limited. However, when teaching is good, a variety of activities are on offer, which enables children to work with enthusiasm and extend their understanding. For example, in the lesson on colours, children explored mixing two colours, used these colours to paint fruit and vegetables, and some made patterns by block printing with halved oranges, pears and onions. In the

concludin
g session
children
sang
songs and
rhymes
about
colours
and
consolida
ted their
learning
by
sharing
their
work with
the class.

Personal and social development

62.

The children make good progress in their social and personal development. They listen attentively to adults and each other in small groups, in whole class sessions, and when working in pairs. They have good attitudes to learning and work with sustained concentration. Children co-operate well and share their activities and resources willingly with others. They behave well and are taught the

difference between right and wrong. They are sensitive to the needs of other children and form good relationships with adults and children. They show responsible attitudes and are keen to help during tidying up times. They show respect for materials and property. They have few opportunities to select activities themselves.

Language and literacy

63.

Attainment in language and literacy is average. The teaching

of this area is satisfactory. Children listen attentively, respond well to instructions and communicate their ideas with growing fluency and confidence. Role-play is developed through imaginative play such as the 'St Andrew's Hospital'.

However, less opportunities are provided for talking about their own experiences and making up stories. All children join in the activities of the literacy hour. Most children

at least
recognise
a few
letters
and their
own
name
with
some
support;
they
behave
like
readers
and turn
pages in
the right
order.
They
understand
that
print
carries
meaning.
Children
are
familiar
with a
good
range of
stories
and are developin
g
preferenc
es for
favourite
titles.
Higher
attainers
are well
launched
into
reading,
they
know
some
words on
sight, use
picture
clues and
retell
stories in

a simple
sequence.
Children
represent
their
ideas
about set
work
pictoriall
y and
construct
simple
sentences
with
growing
accuracy.
Most
with
some
support
copywrite
these
sentences
in
recognisa
ble
letters.
Most
children
are
beginning
to write
their
names
with
support
and a few
write
their
names
independe
ntly.
Children
have
access to
a writing
area for
independe
nt writing
and mark
making
but
opportuni

ties to engage in such activities spontaneously are limited. Much of the time in class is spent on structured tasks, which leaves little time for exploring their own ideas, interests or lines of inquiry.

Mathematics

64.

Attainment

in mathematics is average. The quality of teaching of mathematics is satisfactory. They have many opportunities to count numbers up to ten. Some recognise numbers up to five, most know one to three

and higher attaining children count up to 20. They use opportunities to sort and match well when tidying the room after lessons or putting away things in the role-play area. They have experience of measuring capacity and volume using nonstandard measures in sand and water play situations. They use their developing mathematics vocabulary in role-play activities, for example, 'I have two babies'.

They sing
number
rhymes
and songs
and enjoy
playing
simple
number
games.
Children
compare
the size
of the
teddies,
towers,
dolls
using
appropria
te
mathemat
ical
language
such as
bigger
and
smaller in
meaningf
ul
contexts.

However,
young
children
spend
long
periods in
whole
class
sessions
and on
occasions
they lose
concentra
tion.

Knowledge and understanding of the world

65.

The quality of teaching in

this area is good. Children have a wide range of opportunities to develop their understanding of the world around them. Through discussions, observations and changing the class calendar and the weather chart, they understand that the weather changes every day and know the different types of weather. They are beginning to know the names of the days of the week and some repeat in the appropriate order. They become aware of the

importance of keeping healthy and eating foods that promote good health such as fruit and vegetables. They experiment with the taste, smell, textures and patterns in fresh fruit and vegetables. They learn the names of a variety of fresh foods and are introduced to the idea of a balanced diet. They enjoy the chocolates distributed by the teacher and understand foods can be eaten in moderation as part of a balanced diet.

They use a variety of tools to make grapes, strawberries, pears and other foods out of playdough and plasticine from the story of 'The very hungry caterpillar'. They see how a caterpillar can grow into a butterfly and that living things including humans need food to grow and become strong. Children have access to the computer and are developing skills such as controlling the mouse.

Creative development

66.

Teaching of art and music is good.

Children use a variety of materials such as card, paints, dough, plasticine, crayons and other classroom materials and techniques in art. They use different printing techniques, using fingers, objects of different shapes and fruit and vegetables. They explore mixing of colours and enjoy cutting and sticking pictures related to their topic work. They use a range of recycled materials to make models. However, too frequently children are given diagrams

and drawings as outlines for their art work and have few opportunities to express their own ideas and feelings in their individual ways. Some children use drawing boards for drawing pictures of their families and show increasing control in the use of line to represent recognisable forms. They imitate simple rhymes and enjoy singing from memory. They sing a variety of action songs and are encouraged to sing in time and in tune.

Physical Development

67.

Insufficient work was seen to be able to make a judgement about the quality of teaching in physical development. All children have good opportunities to develop their manipulative skills as they cut, stick, and join objects together. They use different types of pastry cutters and rolling pins to mould their playdough into different shapes and enjoy the feel of the texture. No physical education lessons

were seen due to timetabling constraints. These lessons only partially provide for the needs of the youngest children. Opportunities for their gross motor skills need to be developed through well-supervised energetic play using large toys and equipment for pushing and pulling, climbing, balancing, and swinging, in a secure outdoor area and indoors.

70. **ENGLISH, MATHEMATICS AND SCIENCE**

70.

English

68. In the last three years the number of pupils in the Year 6 group has been relatively small: fourteen pupils in the 1999 group. This makes it impossible to compare meaningfully the school's results for any one year with the national information about standards at age 11. In the previous inspection standards were judged to be average at Key Stage 1 and below average at Key Stage 2.
69. In the National Curriculum tests conducted for 11 year-olds in 1998, the proportion of pupils reaching Level 4 or above was close to the national average but the proportion reaching Level 5 was well below the national average. The percentage of pupils reaching the expected level at the end of Key stage 2 in National Curriculum in 1999 was about average for the country, but the number attaining higher levels was below average. Inspection findings agree with these results. This is an improvement since the last inspection when standards of attainment were below average for the majority of pupils at age 11. However, higher attaining pupils are still insufficiently challenged. The results for 1999 are an improvement over 1998 results. In comparison with similar schools, pupils' attainment was well below the average. However, the small number of pupils taking part make comparisons with other schools and with previous results statistically invalid. Taking the three years 1996 to 1998 together, the performance of the pupils was below the national average; the performance of both boys and girls fell below the national average overall.
70. In the National Curriculum tests for seven-year-olds in reading, the proportion of pupils reaching the expected Level 2 was close to the national average whilst that reaching Level 3 was very low. In the tests in writing, the proportion reaching the expected Level was well below the national average whilst those reaching Level 3 was below average. The percentage of pupils reaching the expected levels in reading in the 1999 National Curriculum tests for seven-year-olds was below the national average. The proportion of pupils reaching the expected and higher levels in writing was well below the national average and the average for similar schools. Inspection findings are that more pupils are likely to achieve the expected level in both reading and writing. The number likely to reach higher level is still low, but not as low as last year now that the positive approach to the literacy hour begins to have an impact.
71. By the end of both key stages, pupils' speaking and listening skills are satisfactory. Key Stage 1 pupils make sound progress as they listen to and answer teachers' questions, for example, when discussing a giant sandwich, talking in reasonably well formed sentences. A few are less confident when talking about the stories they have read. Pupils at Key Stage 2 make steady progress as they build on and develop these skills through everyday classroom work, although there are few planned opportunities to develop and practise these skills to a higher level. During a literacy lesson focusing on war poetry, pupils explain their ideas clearly and listen carefully to their classmates comments. They make pertinent comments during history lessons when comparing different civilisations.
72. By the end of both key stages, standards of attainment in reading are in line with national

standards. The introduction of the literacy hour has helped all pupils to make sound progress as they practise reading daily. Pupils make sound progress through Key Stage 1 as they work through a commercial reading scheme that is intended to match books to pupils' prior attainment. They recognise a good number of words and are familiar with the sounds that letters and groups of letters make. However, some pupils find difficulty in using other ways of reading unfamiliar text, such as reading on or using pictures to give them clues. Most are reasonably fluent and accurate when reading aloud and some pay attention to punctuation and expression to make their reading more interesting. In a few cases, pupils' reading books are too easy and do not offer enough challenge. Generally, pupils at Key Stage 2 continue to make satisfactory progress as they read and consider a text with the rest of the class or in smaller groups with the teacher. Often progress is good at these times. However, progress is slower during independent group or individual reading as there is sometimes insufficient focus for the activity. Pupils read a sufficiently wide range of text in lessons, including works by 'traditional' authors such as Anna Sewell. They read with increasing fluency and expression and discuss the books they have read, saying which stories they like, finding passages in the text to support their opinions. Pupils use the colour-coded library system to find categories of books in the library but are less efficient at finding particular books. They locate and use contents pages, indexes and glossaries, but their skills in quickly finding information they need are less well developed.

73. Attainment in writing is in line with national standards at the end of both key stages. Pupils at Key Stage 1 make sound progress as they extend their writing skills during literacy and writing lessons. Pupils write for a sound range of purposes, including letters, for example, thanking visitors to the school, stories and reports. They use their writing skills confidently in lessons in other subjects, for example, when comparing seaside holidays now and in the past during history lessons. By the age of seven, pupils write in sentences correctly punctuated with capital letters and full stops. Some higher attaining pupils use exclamation marks and are beginning to understand that speech marks go around the words spoken. They spell common words accurately and mistakes are often phonetically plausible. Pupils continue to make sound progress during Key Stage 2 as they build on and extend their writing skills, using them for a wider range of purposes. They write their own versions of war poems, sometimes displaying a very good choice of language. One Year 6 pupil wrote of shells 'exploding like fireworks without beauty'. Literacy skills are soundly developed and used during other subjects. Year 4 and 5 pupils put themselves in the place of someone living in Stuart times and wrote letters to friends, outlining the Gunpowder Plot. By the end of the key stage, handwriting is clear, legible and often joined. They use a wider range of punctuation, including more accurate use of speech marks. Pupils are beginning to use word-processing programs to draft, redraft and present their work.
74. Pupils with special educational needs are well supported and they make good progress in relation to their prior attainment. No difference in the progress of boys and girls was noted during the inspection. There is some lack of challenge for higher attaining pupils and they do not always make sound progress in

relation to their prior attainment.

75. Pupils' responses to learning are sound overall and sometimes good, particularly when they have stimulating and challenging tasks. They behave well, listen to the teacher and make sensible contributions during whole-class work. This response is a major contribution to the good progress that many pupils make during this part of the lesson. However, during independent group work, some activities are less challenging and there is a lack of pace, causing pupils' work rate to slow. Response has improved since the last inspection in that there were no disruptive incidents during the inspection.
76. The quality of teaching is sound overall, with some that is good, particularly at upper Key Stage 2. This is a definite improvement since the last inspection. One lesson was seen in which the teaching was unsatisfactory. The literacy strategy has been soundly implemented. In the better lessons, teachers plan work that is well matched to the prior attainment of all pupils. They use a good level of questioning to help pupils to develop their thoughts and check understanding. This is generally the case in whole-class work and when the teacher is working with small groups. However, some of the activities that teachers plan for groups working independently are undemanding or lack purpose and pace and expectations are low. For example, pupils are sometimes asked to read during these group sessions but are not given any focus or direction, which reduces the value of the activity. In a handwriting session, pupils were given no advice or guidance and a number completed the exercise using inappropriate techniques. Sometimes Key Stage 2 pupils are cutting and pasting rather than exercising their literacy skills. In most cases, plenary sessions are relevant to the work done in the lesson, but sometimes they are not linked and thus lose their value in helping pupils to summarise and reinforce what they have learned. Teachers' marking is up-to-date and includes encouraging comments. However, the use of comments about areas for development and the use of assessment are inconsistent, with a few examples of good practice. Teachers set some homework including learning spellings and reading, with some written work.
77. The National Literacy strategy has a positive impact on pupils' progress and has widened the range and type of literature and work they do. Pupils make sound use of their literacy skills in reading and writing other subjects. Curriculum planning is sound overall and the literacy hour is soundly supplemented by extended writing sessions to help to develop pupils' writing skills.
78. The school measures pupils' attainment using a range of tests including commercial and non-statutory national tests at the end of Years 3, 4 and 5 and is beginning to develop systems of assessing the progress pupils make. However, the results of these assessments are not yet used appropriately in planning future work for groups and individuals or checking the effectiveness of teaching. Teachers' own assessments are at an early stage and have not had a sufficient impact on pupils' progress. Reading records, apart from key words and letter patterns and sounds learned, do not yet give enough information about pupils' progress in the key skills of reading. The school has a collection of different types and levels of written work, but the

collection is of limited value in helping teachers to assess pupils' work because it has not yet been moderated or levelled. Resources are satisfactory overall, but the library is an underused learning resource, partly because it is difficult to find books on specific subjects and partly because its small size makes it difficult for a whole class to use it at the same time.

Mathematics

79. In the last three years the number of pupils in Year 6 group has been relatively small, for example, 14 pupils in the 1999 group. This makes it impossible to compare meaningfully the school's results for any one year with the national information about standards at age 11. In the previous inspection pupils' attainment was judged to be average at Key Stage 1 and below average at Key Stage 2 with many higher attaining pupils making unsatisfactory progress. The inspection findings are that by the end of both key stages, pupils are likely to reach the expected standards for seven and 11 year-olds. Standards of attainment have improved at Key Stage 2 since the last inspection when they were below the national average. As pupils pass through the school they make satisfactory progress in developing their skills and understanding in mathematics. Pupils with special educational needs make good progress.
80. In the National Curriculum tests conducted for 11 year-olds in 1998, the proportion reaching the expected Level 4 or above was below the national average whilst the proportion reaching the higher Level 5 was well below average. In the 1999 National Curriculum assessment tests for 11 year-olds, 71 per cent reached Level 4 or above, including 21 per cent who reached Level 5, which shows a good improvement on the 53 per cent achieving Level 4 in 1998. Taking the three years 1996 to 1998 together, the performance of pupils in mathematics was close to the national average. When the results are compared with schools nationally, standards are below average but when the results are compared with schools with pupils from similar backgrounds they are well below average. Analysis of the 1998 national tests for the seven-year-olds shows that the proportion of pupils reaching the expected Level 2 or above is close to the national average but well below average compared with schools with pupils from similar backgrounds. However, attainment at the higher Level 3 was well below the national average. The 1999 national test results show that 95 per cent have reached the expected Level 2 and above, which is a good improvement on the 85 per cent in 1998.
81. Inspection findings are that, by the end of Key Stage 1, the majority of pupils are likely to attain the standards expected of seven-year-olds. However, the small number of higher attaining pupils aged seven are not on course to reach the higher level. As pupils move through Key Stage 1 they make satisfactory progress in developing their understanding of mathematics. Younger pupils count numbers to 20 and add and subtract numbers to ten in practical ways. Pupils develop a sound understanding of the way numbers operate, of place value of each digit in a three-digit number, and identify numbers up to a hundred. They name two- and three-dimensional shapes with different numbers of sides and explain the links between the two. The highest

attaining pupils show a good understanding of the way numbers can be increased and decreased by adding ten.

82. The inspection findings show that by age 11 pupils are likely to attain standards that are in line with the national average. As they move through Key Stage 2 their progress in mathematics is satisfactory. Years 3 and 4 pupils use three and four times tables to explore different types of number patterns. When opportunities arise they use these skills appropriately to solve simple problems. Year 5 pupils classify a good variety of two- and three-dimensional shapes and solve three-dimensional problems using two-dimensional shapes. In discussion pupils demonstrated a good knowledge of their multiplication tables, they recalled multiplication facts quickly and accurately. They completed sums involving addition and subtraction using a good range of strategies to provide answers, for example, when asked to add thirty-seven and forty-nine they added fifty to the first number and then subtracted one. Their understanding of fractions is satisfactory. Pupils changed percentages to fractions with ease and understanding. In discussion Year 6 pupils drew shapes and explained their properties. For example, they explained what made a triangle an equilateral triangle. They experiment with shapes and work out rotational symmetry and discover that rotating a square on its edge would give a cylinder shape and that rotating a hexagon on its central point would create a different shape to rotating it on an outside point.
83. Overall progress is satisfactory but when teaching is effective pupils make good progress. This good progress was the outcome of effective teaching which was well structured to meet the needs of individual pupils in some of the lessons seen. For example, in a lesson where the Year 6 pupils were developing their knowledge and understanding of decimal numbers, the teacher made good use of a number-line so that the pupils could develop their thinking about the relative size of decimal numbers.
84. Pupils' attitudes to learning are good. They are motivated and interested in tasks and eagerly answer teachers' questions. They behave well and demonstrate good levels of concentration. They enjoy calculating mentally and responding orally to the teachers' questions. Younger pupils use counters and other objects in the classroom to support their calculations and are gaining confidence as they succeed. Pupils enjoy the use of resources when these are made available in practical activities. Many are beginning to use mathematical terms confidently, especially when encouraged by the teacher. Pupils work collaboratively in groups and ask each other for help as necessary.
85. The quality of teaching in mathematics is generally good. Lessons are well planned and structured for the numeracy hour. The introductory activity gives due regard to pupils' mental and oral work and to developing their mental calculation strategy. There is good level of direct teaching with good expositions which generate an enthusiastic response. For example, in a lesson where the Year 4 and 5 pupils were developing their knowledge and use of large numbers, the task was undertaken with real enthusiasm and all the pupils identified numbers up to and including a million. Although, explanations given by teachers are generally clear, these do not always

extend to the activities planned for independent group work and the pace at which this part of the lesson proceeds is not always monitored efficiently. Consequently, the time taken is longer and the pace is slower. Pupils are involved through discussions and questionings. There is suitable work set for the majority of pupils. However, there is a tendency to provide less challenging activities for the older and more able pupils. This is largely due to insufficient use of assessment data. Teachers provide encouragement and evaluative feedback during lessons, which improve pupils' work and keep them focused on task

86. The school's policy and scheme of work for mathematics have not been revised in detail so that they reflect the new approach to the teaching of the subject. The school is at this stage considering formulating new ones. The co-ordinator for mathematics has a clear view of how to ensure effective implementation of the numeracy strategy in school. There are sound procedures in place for assessing pupils' progress. However, assessment is not used consistently to inform planning. Teachers have little opportunity to share assessment practice between them to form a common understanding of the National Curriculum levels. There is no moderated portfolio of work to develop consistency in assessment practice.
87. Resources for mathematics are unsatisfactory. Although there is a range of materials that help pupils understand many aspects of the subject, the school does not have enough practical equipment, in particular measuring equipment in all forms that would enable pupils to undertake more mathematical investigations.

Science

88. In the last three years the number of pupils in the Year 6 group has been relatively small. There were 14 pupils in the 1999 year group. This makes it impossible to compare meaningfully the school's results, for any one year, with the national information about standards at age eleven. Standards in science in the previous inspection were judged to be average at Key Stage 1 and below average at Key Stage 2. These are generally the same with improvement in standards at Key Stage 2. At Key Stage 1, pupils are likely to attain standards that are similar to the national average. At Key Stage 2, standards are broadly in line with the national average. Progress is generally satisfactory. However, throughout the school, higher attainers do not always progress at an appropriate pace and the spectrum at the end of both key stages is not the same as that nationally.
89. In the National Curriculum tests conducted for 11 year-olds in 1998, the proportion of pupils reaching the expected Level 4 or above was below the national average and no pupils achieved Level 5. Taking the three years 1996 to 1998, pupils' performance was below the national average; it fell below the national average for their age group by the equivalent of three months progress. Boys and girls generally reach comparable standards. In the assessments conducted by the teachers at this age, both the proportion reaching the expected level and that exceeding it were well below the national average. When the school's attainment is compared with that of similar schools, the

proportion reaching the expected level and the higher level in tests was below average. In the 1998 assessments conducted by the teachers for the seven-year-olds, the proportion of pupils reaching the expected Level 2 was very high in all the aspects of science. The proportion of pupils reaching the higher Level 3 was generally well below the national average. When the school's standards of attainment in the teachers' assessments are compared with those of similar schools, a very high proportion of pupils reached the expected Level 2 but no pupils achieved the higher grades. In the 1999 teachers' assessments, the proportion of pupils reaching the expected Level 2 is very high but no pupils have reached the higher Level 3.

90. Progress through Key Stage 1 is sound. It shows a gradual increase in knowledge and skills. Sound foundations are set in the reception/Year 1 class through discussions, exploratory play and through well-established class routines such as keeping the daily weather chart and calendar. Pupils become aware of eating the right sorts of food for growth and healthy living and relate this to their own experiences. As they move through to Year 2, they explore and classify the properties of a range of natural and man-made materials. They identify what the similarities and differences are but do not use a sufficiently broad range of scientific language when explaining about their findings. Opportunities for conducting experiments and investigations are few and their concept of a fair test is not developed.

91. Inspection findings are that most pupils are in line to achieve the expected level by the age of eleven. There is little evidence of above average attainment. Year 3 pupils investigate the properties of everyday materials such as paper and plastic and the common packaging made from these materials; they make attempts to devise fair tests for investigating the strength of different plastic and card containers. Year 4 identify solids, liquids and a gas. Year 5 pupils

experiment with dissolving a range of substances in liquids. For example some pupils tried to dissolve ground spice in vinegar. They understand the need for precision in measuring ingredients and making close observations. Year 6 pupils use appropriate range of scientific vocabulary to explain food chains and food webs. They know that two food chains can be interconnected. Most pupils devise imaginary food webs and show good awareness of related issues.

92. Throughout the school when pupils are provided with appropriately challenging work, they make satisfactory progress but higher attainers are capable of making better progress. At a very simple level, pupils can explain their own ideas or plan investigations independently but these skills are not well developed. They have fewer opportunities to record their investigations and experiments in different ways, consequently recording skills are limited and insufficient use is made of charts, diagrams, graphs and information technology. Pupils with special educational needs receive good support and make satisfactory progress.
93. The response of the pupils is satisfactory and often much better even when tasks are repetitive or unclear. They are keen to learn and enjoy the subject. When opportunities arise, pupils co-operate well in pairs or groups and share the equipment and their ideas willingly. They persevere with tasks and work to complete tasks accurately. Pupils respond willingly to questions but do not ask questions and this restricts the development of their investigative skills.
94. The quality of teaching is generally satisfactory. It is good in Year 6. In two of the lessons

seen it was unsatisfactory. Teachers have a secure command of the subject but there is some lack of confidence in providing investigative work. Lessons are appropriately structured with clear objectives which meet the needs of most pupils in the mixed age classes but the individual needs of the higher attainers are not always targeted effectively. When teaching is most effective, teachers consolidate previous learning, they encourage good pupil participation, and skilful questioning techniques extend learning. Classroom organisation and management are appropriate. At both key stages, relationships between teachers and pupils are good and this promotes an effective working environment. In Key Stage 1, support staff are well deployed to support small groups and pupils with special educational needs. Teachers provide evaluative feedback during lessons which helps pupils to improve their work but marking of completed tasks generally amounts to ticks and remarks for encouragement. In Key Stage 2, the frequency of recorded work is patchy with a long gap between two pieces of work during the second half of a term.

95. The good practice of using an assessment activity at the end of a topic is applied inconsistently. Day-to-day assessment is used effectively but the use of regular assessment to inform planning is limited. Overall assessment is under-developed. Assessment is not shared between teachers to form a common understanding of the National Curriculum levels. There is no moderated portfolio of pupils' assessed work to develop consistent practice in assessment of science. As a result, the teacher assessments are on occasions unreliable and generally lack consistency through the school.
96. Science is a key priority in the school development plan. Targets are set to improve end of Key Stage 2 assessment results for the next year and provide regular homework. The policy and scheme of work need revising. The school has recently acquired the nationally approved guidelines for teaching science to supplement its own scheme of work. The co-ordinator has a clear view for future development and is beginning to monitor teachers' plans. Some monitoring of teaching is planned to provide support for teachers and share good practice. Resources are appropriately organised and accessible and provide adequate support for teaching and learning.

OTHER SUBJECTS OR COURSES

Religious Education

97. The distributions of lessons permitted only a very limited observation of its teaching during the inspection period. Assemblies make a contribution to religious education. Judgements on pupils' attainment and progress are based upon the limited observation, from pupils' responses in the assemblies, scrutiny of teachers' planning, work in books, displays around the school and extensive discussions with pupils and teachers. By the end of both key stages, standards of attainment in religious education meet the expectations of the Locally Agreed Syllabus for seven and 11 year-olds. Pupils show an appropriate understanding and knowledge of a range of religious ideas and progress is generally satisfactory.

98. At Key Stage 1, pupils develop their understanding of how the birth of a child is good news and how the birth of Jesus was the best news for Christians. Year 2 pupils demonstrate a good understanding of important events and the need to celebrate these events such as Christmas and christenings as significant events in Christianity. They learn how important news is communicated in communities and compare their own experiences with the past. By the end of Key Stage 2, Year 6 pupils speak with confidence about the important events in the Christian calendar. Pupils make comparisons between Christianity and Islam. They have a satisfactory knowledge and understanding of other faiths. They point out the main similarities and differences in Islam and Christianity and reflect on the common aspects of these religions and know that similarities are more important than differences. They know that within one faith there can be different denominations. In discussions they show increasing maturity and understanding about personal meaning and about human nature. Through close links with the church, pupils gain understanding of architectural features of churches and the work of the church. Pupils' work in religious education makes a valuable contribution to the overall development of their speaking and listening skills and in reading, but the extent of their written work is limited. There is little evidence of extended original work.
99. Pupils are respectful of other people and their beliefs. They listen to Bible stories in assemblies and in class with interest and reflect on the deeper meaning and morals in the stories. They discuss Christian values, beliefs and main events enthusiastically. They are keen to answer questions and participate well in discussions with visitors and during assembly time.
100. The quality of teaching in the lesson seen was good. The discussion with the Year 6 pupils together with the written evidence that was available suggests that teaching in religious education is satisfactory. Teachers have sound subject knowledge. They link topics to pupils' own experiences and provide ample opportunities for pupils to discuss the key points and reflect on main issues. They plan activities that match objectives and give appropriate attention to pupils with special educational needs, which enables them to make good progress. Teachers' planning and work in class books show that the pupils in Key Stage 1 cover the necessary topics to make them aware of the important points in religious education but the frequency of recorded work throughout the school is limited.
1. There is a clear policy for the subject. The school follows the Locally Agreed Syllabus for religious education which is supplemented with appropriate suggestions from other schemes. This scheme is used consistently through the school and provides a satisfactory basis for teachers' planning. Some evaluation of the topic is planned but assessment of religious education generally is under-developed. The subject co-ordinator is clear about the relative strengths and weaknesses in the subject based on the audit of need carried out at school level. Spiritual development is a key priority in the school development plan to further raise standards in this aspect. Resources for religious education are unsatisfactory. Although there are some written materials relating to world religions, the school lacks an appropriate range

of artefacts to support the work in these religions. Links with faith communities other than their own are not fully developed and opportunities for pupils, in particular Key Stage 2, to discuss and hear religious facts from believers and ask questions are not explored fully. For example, pupils have not, as yet, had the opportunity to visit the Mosque in the nearby locality.

Information Technology

1. Pupils' attainment is below national expectations at the end of both key stages. There has been little improvement since the last inspection in this subject and pupils continue to under-achieve. At Key Stage 1, pupils use the keyboard and mouse and, with help, enter text using word-processing programs and draw pictures with art packages. Younger pupils work with the classroom assistant to practise spelling the key words they have been learning as well as developing their information and communications skills. Older pupils use a drawing program to 'paint' a picture of a landscape as part of their work in geography. They are beginning to understand that this work can be changed and added to later. With the teachers' help, they add text and save and print their work. They have fewer opportunities to explore real and imaginary situations.
2. By the end of Key Stage 2, pupils enter text and change its appearance, for example, its style, size and colour. They use word-processing programs to produce poems and class prayers. Older pupils use these skills to produce the front page of a newspaper, but draw and colour the pictures on this page by hand. They use encyclopaedias on CD-ROM's to find information, for example, about Aztecs. Some are unsure of the procedures for loading and saving work. Younger pupils carry out similar activities in word-processing and give a precise series of instructions to produce geometric shapes such as squares on the monitor screen. During the inspection, little work on data collection and display was seen.
3. The school has recognised the deficiencies in information and communications technology and is working hard to improve the provision. Consequently, all pupils, including those with special educational needs, are making good progress as they increase their skills in the subject through planned activities based on a sound range of software packages.
4. Pupils' respond well when working on the computer. They share tasks and offer sensible suggestions to each other when working in pairs and take turns to use the equipment. Younger pupils are keen to see the results of their efforts printed out. They confidently demonstrate the use of familiar programs.
5. During the inspection, little direct teaching of information and communications technology was seen. However, judging by the few lessons and activities seen, talking to pupils and an examination of the work that pupils are currently engaged in, teaching is good overall. It has a positive impact on the progress being made. Teachers are developing a sound understanding of how information and communications technology can be taught and used to aid progress in other subjects.

6. The school is aware of the unsatisfactory provision in the subject and has begun sound procedures to ensure that pupils' attainment is raised. The school has been well supported by the local education authority through advice and in-service training for teachers. This has helped to ensure that teachers' knowledge of information and communications technology and how it can be used to support the curriculum have improved. The school has also recently purchased a useful range of programs to support the development of the required skills. As yet, assessment is in very early stages and has yet to have an impact on progress. The school is fortunate in having recent computers and associated equipment, but there are too few to enable wider use, for example in the library.

Art, Design and Technology

7. No art teaching was seen during the inspection and only two design and technology lessons were seen in Key Stage 2 classes. The evidence of the teachers' plans, of the pupils' work, and of discussion with teachers and pupils, show that a sound curriculum for art is in place throughout the school. In design and technology curriculum some aspects of the programmes of study are not taught systematically through the school. The school focuses on teaching art and design and technology alternately on a half-termly basis in the academic year. By the end of both key stages, pupils achieve satisfactory standards in art, which are at least similar to the previous inspection when standards were good at Key Stage 1 and average at Key Stage 2. In design and technology pupils achieve satisfactory standards at Key Stage 1 and attainment at Key Stage 2 is unsatisfactory. A similar picture to the past inspection.
8. At Key Stage 1, younger pupils explore mixing two primary colours. They use these colours to paint fruit and vegetables to an outline prepared by the teacher. They draw pictures of their families, of babies, mums and dads, in recognisable shapes and form. Year 2 pupils use mirrors to create self-portraits in pencil work through close observations of their own features. They show developing awareness and skill in the use of shading and line drawings for three-dimensional effect in the portraits. Pupils use an appropriate range of media to paint, draw, print and weave. Pupils use materials such as clay, card and reclaimed household junk to construct models or items associated with their topic work. For example class one pupils created a frieze for 'The very hungry caterpillar' and class two pupils made a paper patchwork quilt. In design and technology younger pupils use a variety of tools to make topic-related items, such as their dinner, with playdough. However, designing for a purpose and evaluating the product for improvement aspects are under-developed.

9. At Key Stage 2, Year 3 and Year 4 pupils develop their observational skills and make each other's portraits, focusing on specific individual features. They illustrate their work on Egyptians and make Egyptian masks. They use their painting drawing and colouring skills to illustrate traditional stories. Older pupils refine their techniques in shading with pencils and experiment with mixing colours to obtain shades of secondary and tertiary colours. Year 6 pupils examine the style and work of famous artists such as Edward Munch's 'The Scream'. In design and technology work, pupils use a range of skills such as measuring, cutting, shaping, and joining, when making carrier bags. They experiment with the properties of various materials used for commercial commodities and are becoming familiar with the concept of 'fit for purpose'. However, pupils have limited experience with using the requisite range of materials, techniques and products.
10. Work in sketch books and on display shows that pupils make satisfactory progress in art through both key stages. Their observation skills and techniques are used effectively to produce work of satisfactory standard. In design and technology, pupils' progress is satisfactory at Key Stage 1. The younger pupils establish skills and techniques and an awareness of the design process, but these are not consolidated and developed progressively throughout the school. During discussions with older pupils about their work, they were unclear about the design, make and evaluate process; access to a wide range of products, their applications and use of a variety of tools was limited. Consequently, progress at Key Stage 2 is unsatisfactory. Pupils with special educational needs in both key stages make satisfactory progress.
11. The quality of teaching in design and technology was good in one lesson and satisfactory in the other. Teachers show sound subject knowledge. The activities match the objectives which are appropriately differentiated for the two year groups in each class. These are well supported by a range of materials providing pupils opportunities to choose from a structured range. Teachers' questioning and explanations deepened understanding and many pupils improved their work or discussed alternative approaches to completing the task. For example in the lesson where teaching was good pupils discussed the need to strengthen the carrier bag; the teacher demonstrated the effect of using inappropriate materials and encouraged pupils to use technical vocabulary when explaining their own projects. However, extension work for higher attainers is seldom provided or opportunities given to develop their work further than the expectations set for the lesson as a whole. From the work seen, teachers' planning, and discussions with pupils, the quality of teaching in art is satisfactory.
12. The art policy needs reviewing and there is no scheme of work. There is some lack of understanding of the progression in skills, knowledge and

understanding of the elements of art within and across both key stages. The introduction of sketch books and monitoring of planning by the co-ordinator are raising awareness of the issues to be addressed. Assessment in both subjects is under-developed. There is an adequate range of materials and resources to teach art. The school recognises that there is no policy or scheme of work for design technology and that there are insufficient resources, particularly tools and materials at Key Stage 2. There has been little development in this subject since the last inspection. However, it is now a key school development priority and a substantial amount of money has been allocated to update resources. The new co-ordinator is beginning to conduct an audit of need and is collecting samples of good policies from other schools. Some opportunity to monitor the work in the classrooms and support for teachers have increased awareness that in Key Stage 2 pupils have the potential to achieve more.

Geography

13. Only one geography lesson was seen during the inspection at Key Stage 1. Judgements are also based on scrutiny of pupils' work, discussions with teachers and pupils and an examination of teachers' planning. This evidence shows that as pupils move through the school, they make satisfactory progress in developing their knowledge, skills and understanding in aspects of their geography work.
14. At Key Stage 1, younger pupils become aware of their own address and identify features of their house, school grounds and their immediate locality. Year 2 use their knowledge of their own locality to identify significant landmarks and where important buildings are located; they place photographs of a range of buildings to form a class map. Many use a growing range of geographical vocabulary. In discussion Year 6 pupils show a satisfactory understanding of the use of maps. For example, they use the simple grid references provided in a road atlas to find both local towns and towns in Devon. The pupils use the key on the map to help them explain what a 'spot height' is. They have good understanding of six figure map references and are experienced in using such references in their work. Although their mapping skills are well developed, the Year 6 pupils are less clear about aspects of geography related to other parts of the world. They lack confidence when drawing comparisons between their own locality and a locality in another country.
15. The quality of teaching in the lesson seen was good. It showed sound subject knowledge, a good range of activities which were well supported by first hand experience and information from secondary source. A good variation in methods and organisation kept pupils motivated. Teacher's

questioning techniques and timely interventions helped pupils to extend their mapping skills and most pupils made good progress. Pupils with special educational needs were well supported and they made the same progress as other pupils. However, the teacher's planning together with the evidence gathered from discussing geography with the Year 6 pupils indicates that geography teaching is generally satisfactory, particularly those aspects that are connected with map work.

16. There is a satisfactory policy statement and an appropriate scheme of work which clearly sets out how and when the aspects of the subject are to be taught. This provides some guidance but lacks sufficient detail to ensure continuity within and across the key stages. Lesson and topic evaluation are planned but there is as yet no school agreement on stages in progression over time. The subject co-ordinator is clear about the way forward for the subject development over the next few years.
17. Resources for geography are satisfactory and enable the school to address all aspects of the nationally prescribed programme of work.

History

18. Only two lessons were seen during the inspection, both at Key Stage 2. Judgements are also based on scrutiny of pupils' work, discussions with teachers and pupils and an examination of teachers' planning.
19. Pupils make sound progress at both key stages. By the end of Key Stage 1, pupils have compared the past and present during topic work, for example, when comparing a horse and cart with modern cars. Pupils know that some things were different in the past from their comparison of seaside holidays then and now. Younger pupils use appropriate time-related vocabulary when comparing the age of teddy bears. Throughout Key Stage 2, pupils make sound progress overall as they build on their knowledge and skills. They made good progress during the lessons observed during the inspection. Pupils have a sound understanding of the life and customs of people in the past, both European and non-European, for example, of the sacrificial customs of the Aztecs. Pupils at the beginning of Key Stage 2 know something of the life and times of the ancient Egyptians. Older pupils know something of cause and effect, such as the reasons for the 'Gunpowder Plot' in Stuart times. At both key stages, pupils make sound use of their literary skills when recording work, writing accounts, reports and letters.
20. Pupils respond well during history lessons. They show a good deal of interest and listen to teachers' introductions carefully, often asking sensible questions and offering valid opinions based on what they have heard and their

previous knowledge. Pupils try hard to apply their handwriting skills when writing about Guy Fawkes.

21. Basing judgements on the quality and amount of work seen during the scrutiny as well as on lesson observations, the quality of teaching is satisfactory. However, the quality of lessons seen during the inspection was good. Teachers have a secure knowledge and understanding of the topics being taught, which they impart well to pupils through lesson introductions, discussions and the use of appropriate resources such as work sheets. These introductions gain pupils' interest and motivate them to make good progress during lessons.

22. There is a history policy and guidance for which topics should be covered in each Year. However, these are not yet fully supported by guidelines for teaching to ensure that pupils build on their existing skills and that all teachers take a similar approach. This indicates that there has been little improvement in this aspect since the previous inspection. Teachers have devised an assessment system, but this is in very early stages of development and has not yet had an impact on progress. The school has a number of printed resources, augmented by library loans, but has an insufficient number of artefacts for teaching the history topics planned as was reported in the previous inspection.

Music

23. The limited evidence collected during the inspection shows that as pupils move through Key Stage 1 they make satisfactory progress in music. However, progress in Key Stage 2 is unsatisfactory.
24. In Key Stage 1, pupils sing a range of action songs with enthusiasm and enjoyment and many clap simple rhythms. They learn to sing simple songs from memory; they develop a sense of pitch and the rising and falling scale. They know the names of common musical instruments. The good use of percussion instruments establishes an awareness of pitch and beat, this is reinforced by hand movements. At Key Stage 2, although teachers' plan a range of activities, evidence of pupils' competence in performing, composing and appraising music is limited. There is hardly any recorded work in books and Year 6 pupils could not recall when they had used the musical instruments available in the school or talk about aspects of the music curriculum they had experienced.
25. The quality of teaching in the one music lesson seen was good. The teacher's subject knowledge was secure. Objectives were clear and activities matched the objectives. Sufficient variation in activities helped to sustain enthusiasm and enjoyment and the lesson progressed at a brisk pace. The teacher responsible for music makes good use of her talents to ensure that all pupils in Key Stage 1 are provided with a range of appropriate experiences. The strategy of teaching the two key Stage 1 classes for music has a positive outcome for younger pupils. Although there is a written policy for the subject, the document does not provide the staff with enough guidance to enable them to fully address the nationally prescribed programme of work.
26. There is no instrumental tuition, no choir in the school nor opportunities for pupils to play any instruments. Pupils arrive in the hall for assembly each day to the sound of classical music but they have little opportunity to appraise the piece or to listen at some length. Resources for music are unsatisfactory. The limited resources that are available are not used to the full; at the time of the inspection they were not stored effectively: for example, chime-bars were piled on top of a keyboard. The school lacks the necessary range of tuned instruments that would enable pupils to fully engage in the nationally prescribed programme of work for the subject.

Physical education

27. At Key Stage 1, pupils make sound progress as they take part in a sufficiently wide range of physical education activities. They move around the hall in a

controlled way, improving their skills in running and dodging. Pupils have satisfactory skills in throwing and catching large balls. Older Key Stage 1 pupils incorporated these skills well into small-sided games. Key Stage 2 pupils make satisfactory progress as they take part in a wider range of activities that build on their existing skills. Older pupils are proficient in controlling and passing a football, co-operating well with each other to compete against other teams. Pupils in Years 3 and 4 develop different ways of moving, taking up a range of different postures, for example, when moving from curls to stretches. Pupils are provided with the opportunity to swim by the school and, by the end of the Key Stage, most swim at least 25 metres and have had practice in water-survival techniques. Pupils of different prior attainment made good progress practising techniques associated with the front crawl during swimming lessons. A physically challenged pupil made good progress, supported well by a care assistant, so that he could participate in similar activities as the rest of the class. During swimming lessons, this pupil also makes good progress and is well supported by the care assistant and a teacher from the authority's learning support service.

28. Pupils' response to physical education lessons is good. They clearly enjoy lessons and respond well to instructions. They show a sound awareness of the need for safety and most co-operate well when working to practise skills in small groups. Younger pupils at Key Stage 2 respond very well during swimming lessons, change quickly so that they have the maximum time possible in the pool, and work very hard during the lesson. These are significant factors in the good progress these pupils make in swimming lessons.
29. The quality of teaching is sound overall and it makes a sound contribution to the progress made. Teachers have a secure understanding of the requirements of the subject and appropriate ways to teach it. They plan lessons that build soundly on pupils' prior attainment and make appropriate use of warm up and cool down activities. Teachers observe pupils' progress during lessons and make suitable teaching points or change the direction of the lesson because of these observations. They make sound use of pupils' work in demonstrations, but pupils are given too few opportunities to evaluate their own and others' work. Teachers and pupils dress suitably, which contributes to safe practice.
30. Teachers' planning shows that pupils take part in a satisfactory range of activities over the school year. Resources for the subject are satisfactory overall. However, there are not yet guidelines for teaching the subject, a deficiency noted in the previous inspection. The hall is of a fair size for the number and age of pupils currently in school and there are good-sized playing fields. There is a good number of well-attended sports clubs available to older pupils as extra-curricular activities and

the school participates regularly in sports fixtures with other local schools.

Swimming

The inspection of this school included focused view of swimming which is reported below.

31. By the end of Key Stage 2, most pupils swim for at least 25 metres and most have had experience of water survival techniques as part of their swimming lessons. All pupils, including those with special educational needs, attend swimming lessons once a week for half a school year in Years 3 and 4.

32. The quality of teaching in the lesson observed was good. A swimming instructor, who is a member of the staff of the public leisure centre, ably supports the class teacher. He is well qualified and lessons are well prepared. Pupils are divided into three groups: beginners, improvers and competent swimmers. Each group is appropriately supervised and group teachers are provided with useful lesson plans that focus on the activities to be taught and skills to be developed. They build sequentially on pupils' skills. A non-teaching assistant teaches a group, also using lesson plans prepared by the centre's staff. Poor and non-swimmers are well supported during lessons but have no opportunities other than those provided to extend their skills. The exception is for a physically challenged pupil who is to be permitted to attend throughout the year.

33. The taught curriculum is dependent on the provision from the leisure centre which is aware of the requirements of the National Curriculum. Organisational arrangements are good, in that travel and changing facilities are well provided and the levels of provision, including non-teaching pool-side staffing levels, is good overall. However, the distance of the school from the pool and the speed at which pupils change, especially after the swimming lesson, mean that a large part of the afternoon is taken up preparing to enter the pool and to return to school afterwards. Out of nearly two hours per week devoted to swimming, only half an hour is spent in the pool leaving less time for other areas of the curriculum. The planned curriculum ensures that the school fulfils its statutory requirements in terms of swimming. Pupils are awarded certificates by the leisure centre when they reach certain levels of competence ranging from beginners to water safety techniques. Safety techniques and appropriate records of pupils'

137. **PART C: INSPECTION DATA**

137. **SUMMARY OF INSPECTION EVIDENCE**

34. The inspection was carried out by a team of four inspectors over a combined total of 11 days in the school. During the inspection thirty-seven lessons or part of lessons, covering all year groups and all teachers, were observed. Other observations covered registration, assemblies, display work, pupils' written work, playground activities and lunch-times. Inspectors also heard some pupils read from each class; representative samples of pupils' work were scrutinized in each year group. Some of the individual educational plans of pupils with special educational needs were read and their work scrutinized.
35. In addition, inspectors held discussions with the headteacher, teachers, governors and administration staff. A range of documentation was studied before and during the inspection. Before the inspection a meeting attended by ten parents/guardians was held to seek their views. Questionnaires returned by 56 parents were analysed and used to inform the inspection.

139.

140.
INDICATORS

DATA AND

140. **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
Y R-Y6	135	3	20	27
Nursery Unit/School	N/A	N/A	N/A	N/A

140. **TEACHERS AND CLASSES**

140. **Qualified teachers (YR-Y6)**

Total number of qualified teachers (full-time equivalent):

5.6

Number of pupils per qualified teacher:

24:1

140. **Education support staff (YR-Y6)**

Total number of education support staff:

6

Total aggregate hours worked each week:

89.50

Average class size:

27

140. **FINANCIAL DATA**

	Financial year
	1999
	£
Total Income	221,019.90
Total Expenditure	209,435
Expenditure per pupil	1,587
Balance brought forward from previous year	1,054
Balance carried forward to next year	12,639

140. **PARENTAL SURVEY**

Number of questionnaires sent out:

106

Number of questionnaires returned:

56

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	41	44	9	6	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	44	49	2	5	0
The school handles complaints from parents well	21	49	21	4	6
The school gives me a clear understanding of what is taught	33	49	9	9	0
The school keeps me well informed about my child(ren)'s progress	30	35	11	24	0
The school enables my child(ren) to achieve a good standard of work	35	50	9	6	0
The school encourages children to get involved in more than just their daily lessons	42	45	9	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	53	7	13	0
The school's values and attitudes have a positive effect on my child(ren)	34	55	8	4	0
The school achieves high standards of good behaviour	26	58	9	4	2
My child[ren] like[s] school	62	35	2	2	0